

## **ABSTRACT**

EARP, PAMELA JOHNSON. Community College Globalization: Understanding How Faculty Approach the Global Infusion of Their Work. (Under the direction of Dr. Susan J. Barcinas).

As a result of increasingly sophisticated technologies and the lowering of economic, geographic and cultural barriers, today's boundless workforce has brought globalization to the forefront of higher education. Central to the challenge for the community college is the development of a globally infused instructional environment which may prove difficult for faculty who are unfamiliar with the concept of global thinking or even how it connects to their specific disciplines of teaching. The purpose of this qualitative collective case study is to explore how community college faculty members approach globalization in relation to their work. The research question that guides the study is: How do community college faculty members approach the global infusion of their work?

Brookfield's (1995) reflective lens model was utilized as the conceptual framework for this study and served as a primary element in the data collection and analysis activities. Based on in-depth interviews with 15 community college faculty across three geographically dispersed North Carolina institutions, specific insights were gained as to how faculty approach their globally infused teaching using their personal background, prior learning, international experiences, and interactions with students and colleagues as both inspiration and motivation. There were three significant findings determined from this study: 1) Personal exposure to international travel increases the probability of a positive commitment to globalization and supports the ability to visualize and pursue changes to teaching, 2) A global perspective in teaching that comes from a personal motivation and sense of responsibility to student learning, more so than one guided by an institutional expectation or

mandate, increases the likelihood of a positive commitment to the global infusion of faculty work, and 3) Learning resources that are easily accessible and primarily focused on contemporary global issues and circumstances are more likely to be utilized by faculty in the development of global aspects of their work than resources that are more academic and theory based. Faculty reflection revealed specific aspects that are significant in shaping their global work and in motivating them to develop their teaching so as to produce globally competent community college graduates.

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Community College Globalization: Understanding How Faculty  
Approach the Global Infusion of Their Work

by  
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## **DEDICATION**

I am dedicating this research to the memory of Dr. Colleen Wiessner - professor, mentor, and friend - who first introduced me to what it truly means to be an adult educator. Dr. Wiessner was instrumental in starting me on this educational path that has changed me both personally and professionally. I believe she has remained with me at every step in the completion of this journey.

## **BIOGRAPHY**

Pamela Earp is a lifelong resident of North Carolina and has been employed at Johnston Community College for the past 32 years. Over three decades, she has worked in a variety of capacities including instructor, student recruiter, program coordinator, director, department chair, and in her current position as instructional dean. An opportunity to work with a sister college in Thailand initially spurred her interest in globalization as well as the realization of the critical responsibility that community colleges have in producing globally competent graduates who have the knowledge and skill sets necessary to be part of a workforce that is far different than in years past.

Pamela entered graduate school when she was encouraged by two of her colleagues to participate in a class that was brought to her college by NC State and taught by Dr. Colleen Wiessner. This class was The Adult Learner and opened up the world of adult education to this long time community college administrator, thus beginning the journey that eventually led her to the pursuit of a doctorate.

## ACKNOWLEDGMENTS

There are so many people who have been such an important part of my journey and without whom I would not have been able to achieve this long held educational goal.

To my colleagues and work family, I thank you for your continued support and encouragement. I expect that you are almost as excited for me to finally be finished as I am to get finished.

To all my family and especially John, Heather, Jonathan, Cassie, and my mom, this has been a long journey and I really love and appreciate having such a supportive family encouraging me at every step and with every challenge. Heather and Jonathan, I know that I seem to have been in school all of your lives, but now I can finally say, I am done...well, maybe. I am a lifelong learner, you know, and I guess we are never *really* done.

To my committee – Dr. Barcinas, Dr. Akroyd, Dr. Lari, and Dr. Reichard, I can't even begin to describe how my learning at NC State has impacted me as a community college professional and adult educator. I am especially grateful to Dr. Susan Barcinas who has continued to support me – sensing when I needed my professional space, yet knowing when I needed a little push to get me moving forward once more.

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## **CHAPTER 1: INTRODUCTION**

With increasingly sophisticated technologies and the lowering of economic, geographic and cultural barriers, a boundless workforce has brought globalization to the forefront of higher education. Although there are many definitions of globalization, three primary themes that are most often found in literature include: (a) an intensification of social relations linking localities worldwide, (b) the processes of incorporation that form a single global society, and (c) the development of a world-as-a-whole perspective (Lechner & Boli, 2004; Levin, 2002b; Lunga, 2008). Global forces are impacting what universities and colleges must provide for students if they are to be successful in this interconnected world. For the community college, the challenge of providing a globally infused educational experience may be more imperative given the continuing focus on the community college in providing workforce preparation and specialized training – training that addresses the new skill sets of a global workforce. Situated in the communities in which they serve, these colleges are increasingly challenged to prepare students with the education, training, and experiences that embody the critical skills and cultural perspectives required for students to live, work, and interact as part of a highly skilled globally competitive world community.

### **Problem Statement**

Economic and technological forces have supported the development of a workforce of the world that is perhaps challenging the traditional community college and its mission to provide local career and technical training, transfer programming, and community education. Even local businesses and industry find that to remain economically competitive, they must

assume a more global business posture that will require them to hire workers who have globally relevant skill sets and knowledge. Community colleges are challenged in providing their students with learning opportunities that support the development of these skills and understandings that will prepare them to access a global workforce that is technologically advanced and continually evolving. To achieve this, community colleges are critically examining their instructional programming to determine if graduates are indeed being provided with the knowledge, understandings and experiences to be globally competent. Brustein (2009) contends that globally competent learners need to have an awareness and understanding of diverse cultures, economies, and political structures. They must be able to think critically and have the technical expertise and skill sets to be effective in an increasingly specialized and technological workforce.

A challenge for the community college is that globally competent learners must also have the capacity and inclination to communicate in a borderless environment both culturally and linguistically. Guerin (2009) contends that these institutions may no longer work in isolation from the rest of the world in their preparation of students.

Recent events have shown unequivocally the pressing need for American students to comprehend adequately the peoples of other cultures. Isolation is no longer an option. In response to this need to produce citizenry that is culturally literate and globally competent, the field of international education, including education at the community college level, has taken on a new urgency and importance. (p. 611)

The State Council of Higher Education in Virginia (2010) suggests that global competency may not necessarily be something that is to be achieved, but instead, “an on-going process that includes: frequent interaction and exchange with people from other cultures, up-to-date knowledge of world events, exposure to current research and regular use of intercultural communication skills” (p. 6).

Higher education, in general, has addressed the challenge of providing global education through a variety of initiatives; however, for the community college, the same initiatives are not always as effective or even appropriate given the differences in populations being served by these two different segments of higher education. The value of recruitment of international students can undoubtedly be viewed as a positive situation for an institution based on both the funding they generate and from the economic benefits realized with the influx of outside money brought into the local economy for housing and general living expenses. The issue for the community college is that the market for recruitment of international students can be very competitive. Brennan and Dellow (2013) summarize this competitive challenge:

While the demand around the world for U.S. higher education is growing and more players are expanding access to it, international students have choices. Institutions wanting to differentiate themselves from the competition will soon learn that international students choose one college over another for many reasons, including whether the learning environment respects cultural differences. If domestic students attending community colleges lack critical thinking skills, an awareness of other

cultures, and an understanding that their own cultural perspectives influence their understanding of different cultures, growing international student enrollments will be a difficult task. (p. 33)

For community colleges that are already struggling with the implementation of a comprehensive global initiative, the administration and faculty may not be fully prepared to effectively host international students on their campuses.

Another global opportunity for students is study abroad and although it is considered to be a primary vehicle for the development of global learning for students, the reality for the community college student is that exposure to global perspectives and experiences through this form of learning is very limited. Guerin (2009) contends, “Studies show that the vast majority of college students never study abroad. This is particularly true of the typical community college student due to their employment and family responsibilities and financial limitations” (p. 612). Therefore, a reliance on study abroad in the community college to provide students with global learning will not reach the vast majority of the students. To serve a population of students who will most likely not have opportunities to study and travel abroad, the community college may instead need to focus on the development of a globally infused curriculum for delivery on their campuses.

Perhaps one of the greatest challenges for the community college is in opening the minds of its students and the community-at-large as to the opportunities that globalization represents, thus offsetting the negative aspects brought forth by the loss of industry and jobs to other countries. In Mellow and Heelan (2008):

If graduates of community colleges are not aware of global issues, and if we cannot help them to become the citizens and entrepreneurs who understand the intended and unintended consequences of out-sourcing and off-shoring, no college education will be sufficient. (p. 161)

Green and Siaya (2005) note that even with a growing movement by community colleges to commit to institutional globalization and with an increasing understanding as to how crucial it is in preparing students for a global economy, many are finding it a challenge to build momentum for campus-wide implementation. Studies show that 61% indicated that their level of realization was at a low level.

Although a community college may support global education through a variety of activities and initiatives, the classroom is primarily where opportunities for student learning take place – opportunities that are perhaps vital for the students to gain greater levels of global understanding. Raby (2007) suggests, “To effectively internationalize the curriculum, faculty must be involved in new research and creative application of international pedagogy and curricula. This requires time, enthusiasm, and collaboration with experts in the field” (p. 64). A globally infused curriculum at the community college is described in literature as being provided through two instructional perspectives: adaptation and creation of curricular content reflective of a changing global workforce, and implementation of instructional delivery systems that prepare students to work and live in a world community (Green, 2007; Raby, 2007; Spring, 2008; Zeszotarski, 2001). Development of global content in teaching may be a significant aspect in providing students with the skills and perspectives to be

effective in their chosen professions as part of a global workforce. Additionally, the community college is a critical partner in providing the training and academic preparation to support the maintenance of a skilled workforce that is vital to local communities. These programs can serve as an important element in the recruitment of new business and industry to a region through programs that offer focused and responsive training and development for a local workforce.

The manner in which global content is delivered may also be critical for students. An example of a more global mode of delivery may be in providing students with opportunities to gain experience through direct interaction and communication with persons from other cultures and backgrounds, as well as exposure to circumstances and issues facing societies from other parts of the world. These opportunities support the development of cross-communication skills, global awareness, and understandings of diverse cultures and world religions (State Council of Higher Education of Virginia, 2010).

To support the development of updated curricula and to enhance classroom experiences, faculty will need expertise, and perhaps of equal importance, the inclination to change. A primary issue may be that community college faculty qualifications are generally based on the specific educational requirements for the teaching assignment, but they may lack formal preparation in teaching, making the change more challenging (Alexander, Karvonen, Ulrich, Davis, & Wade, 2012). To enhance the classroom experience for students in vocational and workforce preparation programs, community colleges also seek faculty with relevant industry or work related experience in their fields of practice. While these

faculty members may bring elements of globally infused content to the classroom, based on their previous exposure in the workforce, limited experience in instructional development and delivery could make effective implementation in the instructional setting a task that may seem daunting. This situation generates a community college faculty with limited experience in how to develop a globally infused curriculum, possibly resulting in a reluctance or inability to address curricular change. This reluctance may ultimately influence the successful implementation of a globalized instructional program.

Globally infused elements cannot be limited to a single program area or international course. Community college students cannot rely on opportunities to interact with international students on their campuses given the limitations in the development of these programs. Students in community colleges cannot depend upon opportunities to study abroad, because the reality is that these students traditionally do not have access to these experiences due to a variety of challenges. Providing opportunities to build global competence will require the development of a learning environment that focuses on building global perspectives in our students and preparing them for a global society. In Brennan and Dellow (2013):

Community colleges are distinguished as the only higher education institution where internationalization is initiated by faculty or by executive leadership at nearly equal frequency. Because community college students are less likely than their peers at other institutions to participate in education-abroad opportunities, bringing

international perspectives to campus cannot be accomplished without enthusiastic and engaged faculty members. (p. 12)

Community college faculty are finding themselves a part of a global movement at their institutions. They are being challenged to effectively relate globalization to every discipline. The problem is that for many faculty, they may be challenged with even knowing where to start with such an undertaking. Community college faculty are generally recruited based on their educational preparation for a specific teaching assignment, or in the case of vocational and workforce programs, their skills, technical expertise, and practical experience.

Preparation or experience in pedagogical issues (teaching) is not necessarily a primary consideration; therefore, community college faculty may not have the skills necessary to easily update or make changes in adding global elements in their teaching. For faculty with limited international experience or knowledge, they may not even understand or agree with why it is potentially important to provide global learning opportunities for students. Given these challenges, it is vital to understand what motivates faculty to pursue global teaching as well as how they approach their own learning when faced with something that is new. It is also important to consider how faculty use elements from their personal background, experiences, and interactions in shaping their globally inspired work.

Given the positioning of faculty and their direct connection to students, it may be that the work of faculty represents a critical area to be understood by community colleges if they are truly committed to providing the academic preparation and experiences necessary to produce globally competent graduates for a world that is no longer geographically bound to

their local communities. While the choice of global infusion by faculty may ultimately be a personal and professional choice, it is important to understand how faculty approach the challenge of preparing students for an interconnected world through their teaching and perhaps in support of institutional globalization.

### **Purpose Statement and Research Question**

Globalization is influencing the way that community colleges serve students in providing the understandings and experiences necessary to be an integral part of a workforce that is representative of an interconnected world community. The purpose of this qualitative collective case study is to explore how community college faculty members approach globalization in relation to their work. The following research question will serve to guide the development of this study:

How do community college faculty members approach the global infusion of their work?

The research question plays an important role in the development of the study in that it guides what is to be studied, the methodologies chosen for the development of data collection and analysis processes, and what is proposed to be learned from the research.

### **Research Design**

This research will utilize a qualitative collective case study methodology to explore the phenomenon of community college globalization and the role of faculty in the global infusion of their work. It will be developed with research sites from among the institutions in the North Carolina Community College System who have demonstrated their commitment to

institutional globalization. This demonstrated commitment will be evaluated based on membership in three primary community college organizations that serve to foster the development of global education and international experiences for faculty and students. These organizations include: World View of UNC Chapel Hill, the American Association of Community Colleges, and Community Colleges for International Development. A detailed discussion of these organizations is provided in Chapter 2.

The case study approach is appropriate for this study given that the goal is to focus on a representative situation or phenomenon in its natural context, which in this case is the global infusion of instructional activities by faculty as they work in the community college setting. This particularistic aspect of the case study makes it especially effective for addressing a problem found in every day practice, as may be found in community college teaching, and in the continual need to keep curricula updated and relevant to address emerging workforce challenges. This study will focus on how faculty members make meaning from their experiences, assumptions, interactions, and learning through critical reflection in the context of instructional development and globalization. In Merriam (2009), “The general lies in the particular; that is, what we learn in a particular situation we can transfer or generalize to similar situations subsequently encountered” (p. 225). For this study, the unit of analysis will be the individual faculty members at the community colleges; and while they will be studied at the individual level, data will also be considered from the perspective of collective faculty in determining comprehensive implications for practice, theory, and future research. To shape the development and design of this research, the

conceptual framework of critical reflection and Brookfield's four lens perspectives will be utilized to guide the data collection activities, data analysis, and interpretation of findings.

### **Conceptual Framework**

Brookfield's (1995) model of critical reflection will serve as the conceptual framework. The model is comprised of four complementary lenses through which a person may reflect including: (1) autobiographical experiences as learners, (2) students' eyes, (3) colleagues' perceptions, and (4) educational literature and other sources of learning.

Brookfield's model may yield a greater level of understanding regarding the processes undertaken by faculty as they work to provide an instructional experience that is globally infused. By developing this study through the multiple lens approach, the meaning that faculty members gain from reflection may provide a more comprehensive, multifaceted understanding of what influences their actions in their teaching. This framework was selected for the study because it supports the goal to understand the actions of community college faculty in the context of their professional practice and how they approach the globalization of their teaching. When reflection is applied to the work of professionals, it can lead to learning that is both valuable and practical in the field of practice.

The first and primary lens in the reflective model is autobiographical and supports the use of personal experiences as a source of insight into professional practice (Brookfield, 1995; Brookfield, 1998; Brookfield, 2002). Through an increased self-awareness of various aspects in their personal lives, professionals may understand how individual experiences could actually be part of a larger dimension of collective experiences. Brookfield (1998)

states, “Recalling emotionally charged dimensions of our autobiographies as learners helps us understand why we gravitate toward certain ways of doing things and why we avoid certain others” (p. 198). The autobiographical lens is one of four in Brookfield’s model and is used to initiate and guide the process of reflection through the remaining lens perspectives of students’ eyes, colleagues’ perspectives, and sources of learning (Brookfield, 1995; Brookfield, 2002).

The reflective lenses are expected to support the understandings of faculty members as they reflect on how they globally infuse curriculum. Using Brookfield’s (1995) model, these reflective understandings may include:

- How autobiographical experiences as learners and teachers influence choices in the global infusion of their work;
- How assumptions about teaching may be challenged when perceived by faculty through the lens of students’ eyes or what they believe students’ perceptions to be;
- The extent to which faculty members view themselves as part of a collective among their colleagues for support and guidance in the globalization of their work;
- The extent of and manner by which faculty members use various forms of literature and other sources of information in instructional development to support their learning and the global infusion of their work.

Brookfield’s (2002) model of critical reflection offers opportunities to reflect from multiple perspectives described as complementary lenses, each focusing on a particular set of assumptions that may be important to consider. Brookfield (1998) maintains:

To become critically reflective, we need to find some lenses that reflect back to us a stark and differently highlighted picture of who we are and what we do... Viewing what we do through these different lenses alerts us to distorted or incomplete aspects of our assumptions that need further investigation. (p. 197)

Through a heightened level of self-awareness, community college faculty may begin to critically explore the assumptions that drive the behaviors, beliefs, and values that are at the core of their teaching, thus motivating them to achieve higher levels of expertise in professional practice. Additionally through critical reflection, faculty may gain a deeper understanding of the factors that shape and perhaps limit their thinking and learning. Brookfield's complementary lenses of critical thought provide the reflective structure necessary to support faculty as they deepen their personal understandings and consider how they approach the global infusion of course content and the development of appropriate instructional methodologies by which it is delivered.

### **Significance of the Study**

The significance of a study can be traced back to the problem on which it is focused. Even with a growing movement by community colleges to commit to institutional globalization, faculty members are often unfamiliar with the concept of global thinking or how it potentially connects to their specific areas of instructional content. This often limited understanding of the globalization imperative for community college faculty is compounded by a scarcity of preparation in instructional methodology and curriculum development – skills that are not generally viewed as being vital in comparison to those dictated by

accrediting organizations or that bring workplace experience to the community college classroom. This study on community college globalization, with a focus on the global infusion of instruction by faculty, is significant in that it will contribute to the knowledge of globalization and how it relates to instructional processes in the community college. While there is research literature related to globalization of the community college, it is primarily focused on the importance of a global perspective and the associated challenges in transforming the organization. There is limited data on the key role of faculty as part of an institutional initiative and in providing the instructional experiences that students need to enter a highly skilled, technological, and competitive work environment.

Community college faculty are not traditionally pedagogically trained, yet are being challenged to develop instructional processes to infuse global perspectives in their work with students. Given that these processes may not generally be part of their professional environment, a case study using a reflective frame may be effective in determining the experiences and perceptions that shape aspects of their teaching. Therefore, in addressing this gap in community college globalization literature, this study will contribute to a foundation of understanding about faculty and the meaning they make regarding their own teaching.

This research may also have implications for community college faculty that extend beyond the personal meaning they make through reflection to the professional practice of community college faculty in general. In Alexander, Karvonen, Ulrich, Davis, and Wade (2012), "Community college teachers are typically subject-matter experts.... Thus, they have

no formal preparation in the many skills needed to teach” (p. 858). Limited experience in teaching or in the development of instruction may prove to be a challenge for faculty tasked with the job of providing globally infused learning experiences across the curricula. These experiences must not only address course content that connects students to the diverse world in which they live, but must be delivered in an instructional environment that nurtures the development of interpersonal work group skills, greater levels of proficiency in critical thinking, and opportunities for the development of an international perspective. Given this possibly limited educational preparation of community college faculty, this study may serve to identify specific professional development needs and therefore, shape the development of relevant professional development opportunities. Additionally, Mälkki and Lindblom-Ylänne (2012) contend that there exists a limited understanding of the process of reflection by teachers and how they can effectively link it to action for professional pedagogical growth. For faculty with limited or no experience in using reflection in professional practice, this study may illuminate the dynamic between reflection and action, specifically from a critical stance, providing faculty with a tool to further examine aspects of their teaching, perhaps taking them to higher levels of professional expertise.

### **Definitions**

There are specific terms and concepts that contribute significantly to the development of this study of community college globalization and how faculty approach their global teaching. To allow for a greater level of understanding, the following definitions are provided:

- Globalization - From the perspective of the community college, its leaders, and in the development of this study, globalization at the local institution will be discussed in relationship to the following initiatives: 1) adaptation and creation of internationalized programming reflective of a changing global workforce, 2) implementation of instructional delivery systems that serve students in a world community, and 3) development of globally infused opportunities and experiences beyond the classroom for both internal and external stakeholders (Green, 2007; Raby, 2007; Zeszotarski, 2001).
- Globally competent learners or graduates – This refers to persons who have a global awareness and understanding of diverse cultures, economies, and political structures. It also includes persons who have the ability to think critically and with the technical expertise and skill sets to be effective in an increasingly specialized and technological workforce (Brustein, 2009).
- Particularistic – This term is a feature of qualitative research that supports the development of a study that is very case specific or precise in the parameters of what is being studied and based on a particular condition, setting, or group (Merriam, 2009).
- Global infusion - The development of elements that are associated with globally relevant topics and incorporated as either direct course content or in the presentation of material using global themes (Green, 2007; Raby, 2007).

### **Chapter Summary**

This chapter establishes the guiding elements that shape the development of this study beginning with an overview and a discussion of the problem that generated the purpose and direction of the research. The purpose statement and research question are provided to establish the parameters of what is to be studied. The conceptual framework is established using Brookfield's critically reflective lens model that will also provide structure for the development of the interview protocol and the analysis of data. The chapter provides a discussion of the significance of this research in community college globalization to higher education, the community college, faculty, and students. To establish a deeper understanding of the phenomenon and setting of this research study as established in this chapter, a literature review will follow in Chapter 2 that includes an exploration of the following primary bodies of knowledge: (1) reflective practice with a focus on Brookfield's lens model as the conceptual framework, (2) globalization in higher education, (3), and the community college. The chapter will conclude with an overview of the North Carolina Community College System, the setting for this study.

## **CHAPTER 2: LITERATURE REVIEW**

Increasing innovation in technology has created a greater level of interconnectedness to support a growing world community. It is an imperative for the community college and its leaders to provide educational opportunities that will produce globally competent learners who will be able to effectively live and work in this interconnected world. In Bell-Rose and Desai (2006):

Today's students will be working in a global marketplace and living in a global society. In order to succeed and to become leaders in this new world, they must acquire a far different set of knowledge, skills, and perspectives than previous generations. (p. 2)

Although the community college recognizes the significance of producing globally competent learners, globalization continues to be a goal that is difficult to achieve for many institutions (Raby and Valeau, 2007). The intent of this chapter is to provide a literature review of three primary bodies of knowledge that inform this research including: (a) reflective practice with specific focus on critical reflection, (b) globalization in higher education, and (c) the community college. This chapter will conclude with an overview of the North Carolina Community College System as the setting for this study.

### **Reflective Practice**

The first body of literature to be reviewed is that of reflective practice, with a specific focus on critical reflection, which will serve as the conceptual framework of this study. Marshall and Rossman (2011) contend that the conceptual framework should effectively link

the research to larger theoretical constructs that serve to inform the field of study. For professionals in practice, reflection can provide an important activity in the process of professional growth and development. Reflection allows professionals to consider their actions, evaluate the outcomes, and seek improvements for growth in the context of their practice. Reflection is very personal and the process may benefit not only professional practice but personal growth and development as well. A heightened level of self-awareness, as a result of reflective processes, can provide a foundation from which a person may challenge habits and behaviors, as well as question underlying beliefs. In Brookfield (2009), “Reflection focuses on uncovering assumptions, the conceptual glue that holds our perspectives, meaning schemes and habits of mind in place” (p. 294). By assuming a more critical stance in the reflective process, community college faculty may find the capacity to move toward a deeper understanding of the assumptions that are at the core of who they are and how that translates to practice, thus building a foundation for learning and change. This review of literature will include an analysis of the foundations of reflection, reflection in professional practice, the perceived usefulness of reflection in practice, and a focused examination of critical reflection.

### **Foundations of Reflection**

In literature, the reflective process is grounded in adult learning, specifically as it creates meaning from our experiences as learners. From constructivist thought to experiential learning, reflection is a key element in moving our thoughts and experiences to knowledge construction. In Plack and Santasier (2004), “Many theorists concur with

Dewey's concept that experience is the raw material for learning, adding that the reflective process is what gives meaning to experience" (p. 5). Building on the work of Dewey, Lewin, and Piaget, a four stage experiential learning cyclical model was developed by Kolb (1984) that utilizes the reflective process by referencing values, beliefs, and attitudes in transforming experience into knowledge. Through reflection, a general understanding is gained from the experience, and then applied in a new situation (Bannigan & Moores, 2009; Kolb, 1984). Mezirow contributes to the conversation with his concept of reflection that uses content and the premises underlying the situation in order to make meaning of the experience. This restructured meaning may be considered a phase of transformative learning (Mälkki & Lindblom-Ylänne, 2012; Plack & Santasier, 2004). Adding structure for the categorization of reflective activity, Mezirow's taxonomy of reflective thought identifies specific elements in the process and places them in levels (cited in Ostorga, 2006, p. 9). The first level represents non-reflective action and is comprised of activities that are routinely performed with action that is automatic. This reflection does not include activities of conscious thought. The second level is reflective action and focuses on perceptions and thinking as related to content and process. The final level is premise reflection, also referred to as critical reflection, and represents the highest level of reflective thought (Ostorga, 2006). At the critical level, reflective thought is fundamental to the analysis of personal assumptions and perspectives.

Literature confirms that reflection is an important element in connecting learning and experience in professional practice. It is a concept that is vital in moving professionals to

greater levels of personal growth, self-awareness, new learning, and increased understanding of the ambiguities of practice. Schön (1983) terms this as reflective practice. Prior to the development of reflection as an activity worthy of professionals, there was an established epistemology of practice, the model of Technical Rationality, that dictates how professionals conduct the activity of their work – activity guided by the rigors of technical problem-solving and the theories and techniques of science (Greenwood, 1993; Schön, 1983). The model of Technical Rationality appears to align more appropriately with what is termed the major professions that are rigorous, disciplined, and operate in a stable institutional context. These professions are ones that have systematic and scientific knowledge bases and include medicine, business, law, and engineering (Schön, 1983). In contrast, the minor professions are categorized as being more ambiguous and less stable in the institutional context. These professions include those found in the social sciences and education. It is in the minor professions where difficulties arise in the attempt to develop a professional base that is bound by standardized knowledge (Schön, 1983). Even with the delineation of major versus minor professions, the lines are not always so clear given the need for ethical decision-making in practice that is often beyond the structure of science. Technical Rationality is dependent upon having fixed and clear ends that are not always present in practice, resulting in a paradigm conflict for professionals (Greenwood, 1993). It is as a result of the limitations of Technical Rationality that the concept of reflective practice was developed, supported significantly through the work of Schön (Kinsella, 2007; Mamede & Schmidt, 2004; Plack & Santasier, 2004).

Based on a review of the reflective practice literature, there are inconsistencies in the terminology used to represent the concept in relation to other reflective theories (Jay & Johnson, 2002; Van Woerkom, 2010). In Van Woerkom (2010):

Where some speak of reflection, others speak of critical reflection, reflexivity, critical self-reflection, or critical thinking. It is not clear what the difference is, or even if there is a difference, between the terms. Even Dewey, who is considered the founder of reflection, sometimes used the terms reflective thinking and critical thinking interchangeably. (p. 341)

Given these inconsistencies that may be attributed to different circumstances, contexts, and theory, the terminology used in this review will remain consistent with the way it is presented in the literature.

### **Reflection in Professional Practice**

When reflection is applied to the work of professionals, it can provide an element of learning that extends knowledge through practical understandings. Recognizing the limitations of an epistemology grounded in Technical Rationality, Schön established the foundation for the use of reflection in professional practice (Kinsella, 2007; McArdle & Coutts, 2003). Mamede and Schmidt (2004) offer that reflective practice is a concept that effectively aligns with psychological theories that serve to explain how professionals develop expertise in the context of practice. “Studies in various professional fields have reinforced the idea that the development of expertise occurs through a process of cognitive restructuring of the knowledge upon which the expert acts” (Mamede & Schmidt, 2004, p. 1303).

Literature recognizes Schön as a pioneer in the development of reflective practice and threads of his work, *The Reflective Practitioner: How Professionals Think in Action*, are prevalent in literature and identified as foundationally important in works of others (Ghaye, 2011). Schön (1983) places emphasis on the development of tacit knowledge as being central to reflective practice, basing his work on that of Polanyi. Tacit knowledge is a term that may be used interchangeably with implicit knowledge and is defined as knowing more than can be effectively articulated or that is consistently seen in one's behaviors (Kinsella, 2007). In Schön (1983), "Our knowing is ordinarily tacit, implicit in our patterns of action and in our feel for the stuff with which we are all dealing. It seems right to say that our knowing is *in* our action" (p. 49). Schön's (1983) initial work focuses on an analysis of the structure of reflection-in-action or action of the present. This reflection occurs at a point when action from reflection can still impact a divergent situation that may present itself in practice. In Schön (1983), "The practitioner may surface and criticize his initial understanding of the phenomenon, construct a new description of it, and test the new description by an on-the-spot experiment" (p. 63). An additional structure that extends Schön's theory of practice is reflection-on-action and that occurs when professionals revisit a situation, after it has occurred, to enhance subsequent situations with new perspectives (Plack & Santasier, 2004; Chiu, 2006). In Plack and Santasier (2004), a third structure, reflection-for-action, further extends Schön's concept of reflection adding an element of forward thinking to accompany the reflection-in and reflection-on elements, and consists of actions that occur as a result of anticipated situations or problems, before being faced in the context

of the practice. The combination of all three reflective actions serves to blend theory and practice, specifically when new information is being introduced and theories are being generated at a rapid pace in the professional setting. In professional practice this combination can be important in that different forms of reflection generate different kinds of knowledge (Plack & Santasier, 2004).

**Significant developments.** The concept of reflective practice has continued to evolve as an essential activity for the growth and development of professionals; however, there is no single form of reflection. Viewing reflective practice from a more contemporary perspective, Ghaye (2011) suggests four significant developments that have occurred over the past decade that support a more positive stance in the reflective process. The first development is a shift in perspective from one that is less about reflection as an activity of review to one that supports a more projective stance. Taking a look back to determine what was successful or perhaps did not work, gives the professional a sense of what could be done. Ghaye (2011) contends, “Another part of the process, which is often given less attention, is looking forward, and therefore towards achieving our future goals” (p. 5). A second development is the shift to view reflection from less of a deficit perspective to one that focuses on strengths. Feedback that is more positive may serve as the motivation for professionals to work harder and achieve even greater levels of improvement in practice. Ghaye (2011) suggests that this may be achieved by shifting questions from a deficit-type to ones that focus on achievements and successes.

A third development in the field of reflective practice is the move from a perspective suggesting that for a professional to move forward, there is a weakness that must first be addressed or fixed at some level, to a perspective that has a more positive focus on achieving one's personal potential. In Ghaye (2011), "The idea of human flourishing can encompass a wide variety of moral and ethical pursuits, the development of character traits such as being optimistic, meaningful and productive work...self-efficacy, and so on" (p. 13). Instead of reflection for the purpose of problem-solving, it is more about moving toward strengths. Ghaye's (2011) fourth development is a move from the long held idea that reflection is represented as a structured model to a strengths-based framework that focuses on appreciation of what is currently happening, imagining what could make it better, deciding which design to use, and taking action while considering possible consequences. With reference to the four developments, Ghaye (2011) offers, "The use of particular reflective practices can reveal new insights and understandings about who we are and what we do. These practices can also reveal options, possibilities and avenues for positive and sustainable action" (p. 20).

**Uncovering assumptions.** In viewing reflection as the bridge between experience and learning, it is important to consider what informs our understandings. Brookfield (1995) considers the uncovering of assumptions as the starting point for reflective processes. In Brookfield (1995):

In many ways, we are our assumptions. Assumptions give meaning and purpose to who we are and what we do. Becoming aware of the implicit assumptions that frame

how we think and act is one of the most challenging intellectual puzzles we face in our lives. (p. 2)

Brookfield (1995) outlines three categories of assumptions that need to be explored in the process of reflective practice. The first category represents paradigmatic assumptions and is considered to be one of the most challenging in that it involves uncovering assumptions about the basic structures that we use to give order to our world. Prescriptive assumptions constitute the second category and relate to what we think of in a particular situation or context, while the third category is that of casual assumptions, the easiest to uncover. These assumptions relate to the processes of the world and the relationships among its different aspects (Brookfield, 1995). The action of challenging assumptions moves professionals toward a more critical stance and forces them to question the beliefs and assumptions at the core of their practice. Brookfield (1998) considers this concept as critical reflection, defined as “a process of inquiry involving practitioners in trying to discover, and research, the assumptions that frame how they work” (p. 197). In addition to the uncovering of assumptions, a person involved in critical reflection must work to understand the context in which a particular situation exists and then explore possible alternatives that would be appropriate in that context. Finally, critical thinkers must challenge and not simply accept theories or the appropriateness of a theory in a given situation (Plack & Santasier, 2004).

**Organizational reflection.** It is interesting to note that the concept of reflective practice may also include the use of reflection as a process for learning and change in an organizational context. Individual perceptions of reflection may create challenges when

seeking to achieve organizational change. Vince (2002) argues, “Organizing reflection involves questioning established assumptions, bringing power relations into view, contributing to a shift from individual to collective reflection, and helping to create more democratic modes of managing and organizing” (p. 74). In support of this move to collective reflection, practices that may be used in organizing activities include: peer consultancies, organizational role analysis, communities of practice, and group relations conferences (Vince, 2002). Each of these practices has structured elements that address individual, group, and organizational reflection. These practices work to generate organizational learning as a collective, rather than from the perspective of the individual (Chiu, 2006; Vince, 2002).

### **Usefulness in Practice**

A review of literature supports the concept of reflection as a useful activity supporting continuing professional growth and improvement when implemented in practice. A primary area of usefulness is in the development of greater levels of self-awareness that are essential in the breaking down of underlying assumptions that shape core behaviors. Reflection is very personal and the process may benefit not only professional practice but personal growth and development as well. Brookfield (1995) offers a model of critical reflection that uses an autobiographical lens for reflection on personal experiences as a source of insight into professional practice (Brookfield, 1995; Brookfield, 1998; Brookfield, 2002). Brookfield (1998) states, “Recalling emotionally charged dimensions of our autobiographies as learners helps us understand why we gravitate toward certain ways of

doing things and why we avoid certain others” (p. 198). Through Brookfield’s autobiographical lens, professionals may move toward greater levels of self-awareness and that serves as a foundation from which to build additional reflective activity (Brookfield, 1995; Brookfield; 2002).

The usefulness of reflective practice may also be seen in its broad implementation in various fields of practice. The integration of reflection in professional practice may be especially crucial in the support of professional growth, practical expertise, and in the extension of the knowledge base in practices where it is important to stay current in the wake of changing demands and situations. An example of this usefulness may be seen in the context of health care delivery, characterized by increasingly complex and ambiguous professional demands, making reflective practice essential to the continuing development of a knowledge base (Ashby, 2006; Mamede & Schmidt, 2004; Plack & Santasier, 2004). It is interesting to note that although the field of medicine was previously established as a major profession and proposed to be appropriate for the scientifically disciplined tenets of the Technical Rationality model, it is in this field that research shows a critical connection to the use of reflection in practice.

In addition to implementation in the field of medicine, reflective practice has proven to be extremely useful in the field of education, specifically when introduced as a learning opportunity for professionals prior to entering the field of practice. Mälkki and Lindblom-Ylänne (2012) offer, “Reflection has been argued to be at the core of adult learning, transformation, autonomy, and empowerment” (p. 33). Considered a prerequisite for the

development of quality in educational practice, reflection may support pre service learning through the development of an understanding of the value of reflection. This understanding may allow educators to begin breaking down the assumptions underlying beliefs and values, and how they may translate into professional behaviors. Jay and Johnson (2002) describe a typology of reflection for pre service teachers that profiles three dimensions of thought including: (a) the descriptive dimension that generates reflection on current situations, (b) the comparative dimension that supports the reframing of the circumstances for the exploration of alternate views, and (c) the critical dimension that brings forth a more critical perspective. It is the critical dimension that considers the moral, ethical and political implications and how these impact a renewed perspective. As part of a pre service educational program, the introduction to the concept of reflective practice may allow future professionals to gain the skills necessary for effective reflection and in understanding the importance of exploring core assumptions before their thinking is shaped by the challenges of actual practice.

While there are tremendous positive impacts from reflection in professional practice, there may also be challenges. Research shows that a primary challenge may be in the actual transfer of reflection into action and the assumption that action will be an automatic outcome in practice (Chiu, 2006; Mälkki & Lindblom-Ylänne, 2012; McArdle & Coutts, 2003).

Although the concept of reflection for improvement of practice is evidenced in literature, there is limited research on how the transfer to practice occurs and on the dynamics of the conceptual link. Barriers that may impact the link between the reflective activity and action may include political forces, institutional guidelines, organizational policies, and perceived

expectations (Brookfield, 1995; Mälkki & Lindblom-Ylänne, 2012; McArdle & Coutts, 2003).

A second challenge may be in the unpredictability of outcomes that may be difficult to manage for both the reflective practitioner and an organization actively involved in organized reflection. Reflection may generate feelings and behaviors that are challenging to the professional and to the organization as a whole. From the perspective of the individual, reflection may generate unsettling feelings of anxiety and fear (Müller, 2012). If the expectations from the experience are viewed in terms of change, rather than improvement in practice, the value of reflective practice may not be fully understood or realized. The entering feelings associated with the purpose of the activity may also impact the quality of the reflective process. Opportunities for authentic decision-making and evaluation of assumptions may be limited in an environment where defensiveness and self-preservation are in play (Vince, 2002). An additional fear may be that through reflection, a professional may reveal personal limitations in knowledge and expertise. In Brookfield (1995):

A precondition of critical conversation is a willingness to make public one's private dilemmas, uncertainties, and frustrations. Too often, however, the institutional rhetoric that emphasized the importance of 'learning from our mistakes' is contradicted by the penalties that accompany admissions of failures. (p. 250)

Although the development of a collective voice to challenge political structures within the organization may be viewed as a positive outcome of organized reflection, from an

organizational perspective, it may ultimately be more challenging for the organization to manage – an issue that may need to be considered (Vince, 2002).

### **A Closer Look at Critical Reflection**

Reflective practice provides a starting point for the professions to begin questioning assumptions and beliefs in an effort to explore options for professional growth and in achieving greater levels of practical expertise. Through the use of a critical stance, professionals may achieve reflection at what Mezirow describes as the highest level of reflective thought, that of critical reflection (cited in Ostorga, 2006, p. 9). In Brookfield (2009), “Critical reflection is viewed as unquestionably good, something that thoughtful and experienced practitioners incorporate into their practice as a matter of course” (p. 293).

**Lenses of critical reflection.** While there is no single theory of critical reflection, Stephen Brookfield’s (1995) work is prominent in reflective practice literature and serves as the foundation for the advancement of critical thought as a central function in education, specifically when used by community college faculty members as they seek to gain a deeper understanding of the global infusion of their work. Therefore, this more focused exploration of Brookfield’s critical reflection will be framed in the context of education. Providing structure to the reflective process, Brookfield’s (2002) model of critical reflection offers opportunities to reflect from multiple perspectives that he describes as complementary lenses, each focusing on a particular set of assumptions that may be important to consider.

To become critically reflective, we need to find some lenses that reflect back to us a stark and differently highlighted picture of who we are and what we do... Viewing

what we do through these different lenses alerts us to distorted or incomplete aspects of our assumptions that need further investigation. (Brookfield, 1998, p. 197)

As previously established, the first lens of Brookfield's (2002) multiple perspective approach is autobiographical focusing on the person as both learner and teacher. Through this lens, teachers explore their memories and formative experiences as students in order to better understand the assumptions that shape their lives and provide a foundation for practice. Brookfield (1995) says that although philosophies of teaching may rest in theory, "the most significant and most deeply embedded influences that operate on us are the images, models, and conceptions of teaching derived from our own experiences as learners" (p. 49). Through the autobiographical lens, reflecting on one's experiences as a learner may evoke deep emotional insights of profound impact. Although research indicates that this aspect of emotion is not widely included in models of critical reflection, deeply emotional thoughts and feelings are part of a holistic approach and can generate significant levels of insight (Brookfield, 1995; Van Woerkom, 2010).

Brookfield's (1995) second lens is one that supports reflection through the eyes of one's students. By understanding how students perceive a teacher's actions in the instructional setting, teachers can move toward a more responsive level of instruction. In Brookfield (2002), "Having a sense of what is happening to students as they grapple with the difficult, threatening, and exhilarating process of learning constitutes instructors' primary pedagogic information" (p. 34). The challenge in reflection through students' eyes is in getting critically honest opinions from students that extend beyond the conditioned responses

that may routinely be offered in a teacher-student exchange. Although anonymity of students is crucial to gaining substantial insight, building a relationship of trust is key to the process (Brookfield, 1995; Brookfield, 1998; Brookfield, 2002). Reflection can provide a critical tool to connect the perceptions that faculty members have regarding their teaching with the corresponding perceptions of students as they provide feedback on specific teaching methodologies, curricular choices, and learning outcomes. In Brookfield (1995):

Something happens that forces teachers to confront the possibility that they may be working with assumptions that don't really fit their situations. Recognizing the discrepancy between what is and what should be is often the beginning of a critical journey. (p. 29)

Reflection through the eyes of students may be accessed through critical incidents, course evaluations, and other forms of either solicited or unsolicited feedback. The use of student focus groups may also provide opportunities for guided detailed feedback, especially when conducted using a third-party as facilitator. The challenge for faculty members is in determining how to effectively analyze, interpret and act on the feedback to improve teaching processes in the context of a practice that embraces student-centered learning.

Brookfield's (1995) third lens involves reflection through experiences with colleagues. Though this lens, teachers may share experiences and challenges regarding their own teaching and realize how their situations actually fit among the collective experiences they all share. In Brookfield (2002), "By reviewing experiences dealing with the same crises and dilemmas they face, teachers can check, reframe, and broaden their own theories of

practice” (p. 34). Through these interactions with colleagues, teachers begin to question their own interpretations of assumptions bringing a greater level of clarity to their understandings, and ultimately to actions in practice (Brookfield, 1995; Brookfield, 2002).

The final reflective lens is that of theoretical literature. This lens is especially critical to the process in that it allows teachers to view their new understandings of practice achieved through the reflective lenses of self, students, and colleagues against a framework of theoretical literature (Brookfield, 1995). Research indicates that by studying literature, teachers may gain different perspectives and alleviate feelings of vulnerability, and what Brookfield (2002) terms, “impostership” or a fear that others will discover that they are not actually as knowledgeable as they propose to be in their practice (p. 35). Brookfield (1995) acknowledges that reflection using this lens may be challenged by impressions teachers have regarding the relevance of theoretical literature that is written by those who are removed from actual practice; however, there are aspects of literature that are written using the voices of practitioners and grounded in the context of practice for use in theoretical analysis.

**Strengths and challenges.** Literature supports that Brookfield’s (1995) four lenses of reflection have specific strengths when applied to the practice of teaching. A primary strength is the opportunity for teachers to reflect in a way that moves them beyond a fear of negative exposure, using the lenses of autobiography and experiences with colleagues. These structures of reflective process support teachers as they learn to seek and value critical feedback from students in the classroom and from their colleagues in practice (Brookfield 1995; Brookfield, 2002). An understanding of how others experience or view the choices a

teacher has made in the classroom, may provide new insights for practice – insights that may not have previously been considered relevant. An additional strength of the four lens reflective process is the opportunity it affords teachers to make critical connections to theoretical literature from which to bring clarity to their practice (Brookfield, 1995). A teacher's feelings of inadequacy, vulnerability, and impostership are addressed as they work through the critical thought process; however, it is the connections made through literature that serve to ground these new interpretations and understandings in the larger theoretical context.

Critical reflection is not without its limitations given that descriptions of reflective activities appear to assume that teachers have the ability to unravel a lifetime of assumptions that are not impacted by challenges inherent in self-reporting and analysis (Brookfield, 1995; Galea, 2012). In Brookfield (1995), "We can never know just how much we're cooking the data of our memories and experiences to produce images and renditions that show us off to good effect" (p. 33). Difficulties in making sure that reflection is based on accurate insights may also extend to those gained through the critical assessments provided by students. Even under the cloak of anonymity, students may be reluctant to be totally open with observations and comments, specifically those that are more critical. Research indicates that a final concern with critical reflection may be in its primary reliance on conscious thought. In Van Woerkom (2010), "There are aspects of experience that are unconscious, and this may play a greater role than has been acknowledged in learning...Because implicit knowledge is not available to consciousness, it is also not available for critical reflection" (p. 345). The

implicit knowledge gained from experience may need to be considered in that it can impact the critically reflective process and unknowingly shape a teacher's reflection of the conscious experiences.

Theories on critical reflection are prominent in the reflective discourse in literature and consistently portray it as an essential dimension in the practice of teaching (Brookfield, 2002; McArdle & Coutts, 2003; McDougall & Davis, 2011; Ostorga, 2006). Critical reflection allows teachers to examine their epistemologies of practice that may lead to curricular changes in both content and the structure of delivery. Given the fundamental elements that connect critical reflection to improvement in practice, a primary potential usefulness of Brookfield's four lens approach may be the exploration of the assumptions that impact how teachers make choices that ultimately shape practice (Brookfield, 2002; Ostorga, 2006). McArdle and Coutts (2003) argue that for teachers, a "body of knowledge is never static and that not simply updating but stretching, challenging or moving beyond the traditional boundaries of a body of knowledge might be important" (p. 228). Though the use of Brookfield's (2002) multiple perspective lenses, a teacher may begin to question assumptions and apply critical professional understandings to practice – understandings that may provide the backdrop for studying how teachers approach making choices about curricular content, instructional approaches, and assessment when presented with new opportunities.

### **In Summary**

Literature supports the use of reflection to support the growth and improvement of professionals seeking to improve their practice. Reflective activity that is pursued with a more critical edge moves reflection to a higher level of thought and toward a deeper understanding of the assumptions that influence thinking. Through a heightened level of self-awareness, community college faculty may begin to unravel the assumptions that are at the core of their beliefs and behaviors, thus moving them to higher levels of motivation in achieving professional expertise and in gaining a better understanding as to what shapes, as well as limits, their thinking and learning. Brookfield's complementary lenses of critical thought provide the reflective structure necessary to support faculty as they deepen their personal understandings of how they build globally infused content and instructional practices into their work; however, to achieve effective global infusion, it will be important to have a foundational understanding of what globalization represents for the community college.

### **Globalization in Higher Education**

The second body of knowledge to be explored in this literature review is that of globalization, specifically as it relates to higher education and the community college. Institutions of higher education in the United States play a critical role in the development of globally competent learners who will be taking their places in an interconnected world community. To support the development of a study on community college globalization, it will be important to understand the varied influences of this phenomenon in the context of

higher education – influences that are not limited to the learning experiences of students, but also extend to institutional functions that may begin to display a more business-like stance in the wake of increasing demands for efficiency and accountability in operations (Levin, 2005). This literature review of globalization will begin with the development of a foundational understanding of the phenomenon, followed by an exploration of globalization literature from the perspective of higher education in general and then more specifically, the community college. Finally, a discussion of globalization in higher education will provide a snapshot of current projects, international activities, and innovative programming across the United States.

### **Foundation of Understanding**

To provide the foundation for a deeper understanding of the concept of globalization in higher education, a review of literature will begin with a look at the multifaceted ways in which globalization is defined. The one point that literature agrees upon is that it is a phenomenon that is extremely difficult to define, with no singularly specific understanding that represents the many domains represented by globalization (Brown, 2008; Lechner & Boli, 2004; Meyer, 2007). The multiple and varied definitions, as presented in literature, support three primary threads of thought that include: (a) an intensification of social relations linking localities worldwide, (b) the processes of incorporation that form a single global society, and (c) the development of a world-as-a-whole perspective (Lechner & Boli, 2004; Levin, 2002b; Lunga, 2008). In Lunga (2008), “Globalization points to a shrinking world, a world that is becoming more interrelated, interconnected, and interdependent – a

totally interconnected marketplace, unhampered by time zones or national boundaries” (p. 196). This shrinking of the world or elimination of spatial barriers is a fundamental feature of globalization and is accompanied by the instant movement of information and knowledge around the world (Bielsa, 2005; Burnett & Huisman, 2010; Hoffman-Johnson, 2007).

Another challenge in defining globalization is that literature is not in agreement as to whether there are positive or negative connotations inherent to the phenomenon. This tension is a somewhat controversial element in globalization discussions. In Lunga (2008):

Globalization is viewed as having the potential to create greater opportunities for growth globally and therefore benefiting the rest of the world. On the other hand, globalization is viewed as contributing to the rising gaps of inequality between nations and within all nations of the global economy. (p. 195)

The conceptualization of globalization and its impact is dependent upon the context of the relationship that one has to the process and how one is ultimately impacted (Brown, 2008; Hopper, 2006). It remains a contested phenomenon with the inclination for people to either endorse globalization or oppose it, primarily dependent upon whether or not there is a perception that something can be gained from working and living as a productive member of an interconnected world community.

### **Higher Education**

There are various influences related to globalization that are shaping the higher education environment. Levin (2001a) describes these influences in terms of four broad domains that include economic, cultural, informational, and political. Each of these domains

consists of overlapping behaviors that are exhibited in higher education as institutions address the tensions of globalization. Rather than use Levin's broad domains to frame this discussion of globalization, this discussion will instead use the primary overlapping behaviors that are found across the domains and supported in literature as being reflective of the fundamental concept of globalization in the higher education environment (Harbour & Jaquette, 2007; Levin, 1999; Levin, 2001a; Levin, 2002a; Levin, 2005).

**Internationalization behavior.** The first of Levin's (2005) behaviors is internationalization and generates actions that include global infusion of the curriculum and the development of an educational environment that nurtures and supports a globally conscious perspective that permeates all levels of the institution. This behavior also supports the extension of the campus to other nations, international study programs, teacher exchange, and a focus on recruitment of international students and faculty (Burnett & Huisman, 2010; Levin, 2001a; Richardson, 2012). Research shows that international programs and initiatives contribute to a more globally conscious institutional environment through increased levels of cultural diversity and opportunities for cross-cultural understandings, thus allowing students to be better prepared to navigate a complex global society (Camicia & Franklin, 2010; Crose, 2011; Levin, 2001a). Romano and Dellow (2009) argue that, "Although the demands of the new global environment are apparent, a recent study by the American Council on Education finds that academia has been slow in responding to these challenges through internationalization of its curricula and campuses" (p. 16). The challenge for higher

education continues to be in the development and sustainability of learning experiences that are reflective of the needs of a global community.

**Business related behaviors.** While the actions generated by the internationalization behavior focus on the instructional function of an institution, there are other globalization behaviors of higher education that tend to focus on actions that are more related to the institution's administrative and operational functions and contribute to the creation of an environment that appears and functions more like a business than a traditional educational institution (Burnett & Huisman, 2010). Literature supports three primary globalizing behaviors found in higher education that support this business orientation. Flanagan (2012) argues, "A business model is an organization's blueprint for creating, delivering, and capturing value and for generating the revenue needed to cover costs, reward stakeholders, and reinvest funds in order to remain competitive" (p. 14). The first of the business related behaviors is a focus on institutional productivity and efficiency. Actions relating to this behavior include a focus on more cost-effective means of instructional delivery and the elimination of redundancies in curricular and operational functions. Although challenging for institutions, action to reduce inefficiencies may include the revision or possible deletion of non-viable or cost-prohibitive programming (Levin, 2001a; Levin, 2001b; Levin, 2005).

A second behavior that research shows is influencing higher education is commodification that further enhances the business stance being assumed by institutions in changing how an institution regards its services (Levin, 2001a; Levin, 2005). Given the increasing competitiveness found in the postsecondary educational market, institutions are

viewing their educational services as commodities. Specialized training for a private sector entity or programs in high demand may be ‘packaged’ as services available to national and international competitive markets. This commodification ideology extends to students as well. Although students may be considered as consumers in the competitive postsecondary market, students may also be viewed as commodities (Levin, 2005). Graduates with globally infused knowledge and skill sets may be marketed to business and industry as a validation of institutional performance. This may be extremely valuable in situations where performance is a mechanism that drives funding opportunities.

A final behavior identified in literature is marketization. Actions associated with this behavior include the generation of alternative resources and funding through the development of new programs and initiatives that are based on needs in a competitive marketplace. This may include contract training for industry and curriculum programs realigned to address private sector collaborations. Additionally, institutions may develop relationships with government agencies, private organizations, or international partners as they seek additional revenue (Harbour & Jaquette, 2007; Levin, 2001a). The influences of globalization in higher education generate a variety of behaviors that impact instructional opportunities provided for students and organizational actions that support the development of a business orientation. Globalization in higher education is multifaceted and influences an institution in both how it operates as a business entity and in the development and delivery of educational opportunities.

## **Community Colleges**

As a significant sector of higher education, the community college exhibits many of the same behaviors of globalization as with its four-year counterparts, specifically those related to the institutional transition to an entity that exhibits characteristics more associated with business than education. In Levin (2005), “As a result of this shift, organizational behaviors at community colleges imitate behaviors found in the business sector, with economic goals dominating institutional strategies and action” (p. 14). It is, however, the action associated with the internationalization behavior that appears very different in the context of the community college and may command more immediate and fundamental approaches to globalize instructional processes (Levin, 2002b).

Many of the learning opportunities available through a comprehensive globally infused institutional initiative may not be available in the community college environment. Although limited, international exchange opportunities for community college students are problematic due to barriers that include personal finances, family obligations, and issues with taking extended time away from work (McClenney, 2004). Recruitment of international students and faculty is not traditionally a function of the community college, thus limiting opportunities for campus and community based cross-cultural activities. Therefore, for those seeking terminal community college degrees, diplomas, certifications, or training in specialized work-related areas, the community college may represent the primary opportunity for gaining globally imperative skills and understandings. For these community college

students, the institutional responsibility to provide a global education is even more crucial. (Levin, 2002b; McClenney, 2004).

**Workforce challenge.** Globalizing forces have tremendously changed the skill sets needed for persons to live and work in a continually evolving world community. The challenge is for the community college to produce globally competent learners who have the skills and experiences needed to be an integral part. In Bell-Rose and Desai (2006), “Today’s students will be working in a global marketplace and living in a global society. In order to succeed in this new world, they must acquire a far different set of knowledge, skills, and perspectives than previous generations” (p. 2). Literature suggests that with a changing workforce, there will be a necessity to refocus training and development initiatives, if educators are to make effective decisions that will prepare students for a global economy (Dellow, 2007; Glessner, 2011; Milliron, 2007; Sussman, 2006).

Globalization will challenge community colleges to identify jobs that will be safe from negative workforce trends. Friedman (2006) suggests that there are three ‘untouchable’ categories of jobs that will be safe from globalization. The first category consists of jobs that are so specialized that they could not be outsourced or become automated - jobs that are not generally linked to the community college. Friedman’s second category includes jobs that are very localized or anchored to specific locations, requiring personal contact and local knowledge. Many of these service related jobs are considered to be among the top 30 fastest-growing projected through 2016, and are linked to community college training initiatives that are currently offered through vocational and medical programming, and at some level,

through employer based training initiatives (Friedman, 2006). Friedman's (2006) third category is what was once considered the middle class job. It is this category that will provide the challenge to the community college in the development of training that is appropriate to the new jobs that are being generated in the workforce. In Friedman (2006), "To get these new middle jobs you need certain skills that are suited to the flat world – skills that can make you, at least temporarily, an untouchable" (p. 281). The jobs created in the new middle will require colleges to be responsive with short-term specialized training to address the fluidity of a global workforce (Melik, 2007).

**Global infusion.** In the development of a program of globalization at the local community college, there are specific teaching and learning aspects that are identified in the literature as being important. These globalizing actions include: (a) adaptation and creation of a curriculum reflective of a changing global workforce, (b) implementation of instructional delivery systems that prepare students to work and live in a world community, and (c) development of globally infused opportunities and experiences beyond the classroom for both internal and external stakeholders (Green, 2007; Raby, 2007; Spring, 2008; Zeszotarski, 2001).

The development of a globally infused curriculum would be a starting point for the advancement of student learning in all instructional units of the institution to "reflect an awareness of the global dimensions of social, cultural, scientific, and economic issues" (Zeszotarski, 2001, p. 65). Additionally, global infusion would also insure that students gain the specialized skills and levels of technological proficiency required in a changing

workforce (Zeszotarski, 2001). To address the curriculum challenge, Raby (2007) offers six strategies for the community college. The first is to diversify the number and array of foreign language opportunities and offer multiple levels to allow for greater depth in language acquisition. A second strategy is to globally infuse each course across all disciplines including academic, technical, vocational, and occupational. Raby (2007) asserts, “No discipline is so provincial that it cannot be viewed from an international perspective” (p. 59). Raby’s (2007) third strategy is to utilize the experiences of international students to build cross-border perspectives in content areas, with students serving as guest speakers, tutors, and as a community resource; and the fourth is to infuse the curriculum with international perspectives gained through research or from personal experiences abroad. Content infusion primarily requires faculty initiative and an ongoing commitment to international education. Raby’s next strategy is to introduce new specifically designed international courses that are offered in addition to existing curriculum, and the final strategy is the development of systematic change that permeates all academic programs, degrees, and certificate programs. In Raby (2007), “Despite two decades of efforts to internationalize the curriculum, this form of pedagogy remains at the periphery of most community colleges” (p. 57). For globalization to move beyond the periphery, campus-wide commitment must be anchored in the institutional environment at all levels.

The second aspect of teaching and learning that will need to be considered is the development of instructional delivery systems that prepare students to interact, think, and work in an interconnected world. The globalization of the community college challenges

both “what” the institution offers, as well as “how” it is delivered to a community that no longer ends with a specific geographic border or region, but rather opens up to a world community through multiple systems of delivery (Levin, 2001a). The impact of globalization on instructional delivery environments has created exciting opportunities for the development of innovative distance education options that actually work for community college students from around the world to interact as a community of learners (Green, 2007; Zeszotarski, 2001).

The instructional delivery aspect of teaching and learning must also extend to the classroom in the development of globally pertinent instructional techniques. In Waks (2003), “Students remain individuated in learning, but graduates are expected to work in groups. Students are learning cognitive routines sorted into distinct subject matter disciplines...but graduates are expected to connect and permute materials from multiple disciplines in non-routine ways” (p. 402-403). Instructional delivery must be developed on a foundation of learning activities that mirror the skills and occupational situations represented in a more global workforce.

Globalization of a community college is not simply about the colleges’ curricula and instructional delivery. Previously discussed, Raby’s (2007) third strategy was to develop programming that embodies the lifelong learning opportunities, experiences, and activities that enhance the understanding of students and the community about world cultures. Although somewhat limited in the community college, a primary opportunity to gain a global understanding is through study abroad. McMurtrie (2008) suggests that although the interest

in studying abroad has increased significantly in recent years, the number of actual participants remains low. In a 2008 report from the Institute of International Education, only 3% of students studying abroad were from community colleges. Although colleges may offer short term opportunities linked to various academic, occupational, and technical fields, the challenge is in finding study abroad structures that adapt to the flexibility necessary for greater numbers of non-traditional students to participate (McMurtie, 2008; Raby, 2007).

While opportunities for international study are very important to the student experience, it is perhaps equally important to extend the opportunity to faculty, thus allowing the experiences to be carried over to the instructional context. In Green (2007), “An educational system that pretends the world ends at our national borders cannot be excellent; a quality education must equip students to live and work in a globalized and multicultural world” (p. 15). Faculty experiences abroad can help build deeper cultural and contextual understandings, thus enriching the learning experience for students (Wells, 2007). A challenge for the community college is in the allocation of funding and personnel to support such endeavors.

The campus environment can be significantly impacted through the presence of international students. Evelyn (2005) offers, “Two-year institutions have tapped into a global market that is ripe for educational alternatives, enrolling students from around the world who see advantages in a cheaper route to a four-year degree” (p. 11). International students can enhance the college learning environment through cultural presentations on dance, foods, and religion, as well as seminars on language, geography, and history. Opportunities to build

connections among international students and the college's community are also tremendous and may include internships, work experience, and volunteer service (McMurtie, 2008; Wells, 2007).

**Barriers and challenges.** In the globalization process, community colleges share many of the same challenges although at different levels due in part to institutional philosophy and leadership. The most powerful obstacle cited in community college literature is the perception that college leadership lacks commitment to globalization and does not believe that a focused global perspective is relevant to the college's mission (Raby & Valeau, 2007). In Green (2007):

Given the local roots and focus of community colleges, it is not surprising that institutional leaders, board members, and community members may not value global learning as much as the more immediate tasks of workforce development and teaching basic skills. (p. 19)

It is imperative that leaders adopt a global vision for the institution and articulate this vision to the community. Leaders must actively work to build greater levels of global understanding and the potential benefits to stakeholders. An internationalized mind-set is essential for successful internationalization (Emert & Pearson, 2007; Green, 2007; Raby, 2007).

A second barrier identified in literature is the limited level of institutional planning that specifically focuses on globalization as a strategic area of emphasis. For globalization to become integral to the institution, leadership must work to develop a comprehensive strategic

plan that will outline specific objectives and establish links among the institutional goals. In Green (2007), globalization represents “change that is both broad – affecting departments, schools, and activities across the institution – and deep, expressed in institutional culture, values, policies, and practices” (p. 22). A strategic plan, if effectively developed, may create a less fragmented and more comprehensive global learning environment.

A third barrier to community college globalization is a lack of designated funding to accomplish goals. This barrier is one that exists at many community college campuses and is further complicated by the marginal status of international activities and programs. Budget shortfalls and limited travel have significantly impacted international travel and study abroad programs (Green, 2007; Raby, 2007). To provide continuing support, it is important for leadership to budget funds for international activities and to protect those funds against cuts that may appear to some as cuts of marginal impact.

Finally, a barrier that impacts institutional globalization is a limited focus on the global infusion of instructional programs. Although an internationalized community college must promote global understanding throughout the campus, the classroom is primarily where opportunities for student learning take place – opportunities that are perhaps vital for the students to gain greater levels of global understanding. Raby (2007) suggests, “To effectively internationalize the curriculum, faculty must be involved in new research and creative application of international pedagogy and curricula. This requires time, enthusiasm, and collaboration with experts in the field” (p. 64). To support the development of curricula and the enhancement of the classroom experience, faculty will need expertise, and perhaps of

equal importance, the motivation to make changes in their teaching. To address both, professional development will be an essential activity for the community college.

**Community college imperatives.** The traditional mission of the community college has been to provide educational programming and workforce training appropriate to the needs of the individuals in the community in which it is located. Globalization will require a shift in the traditional mission, from one that focuses on the local service area, to one that is more globally conscious. To address the new challenges that globalization will present to the community college, research shows that there are several primary considerations that the community college needs to address in the development of a program of comprehensive globalization (Dellow, 2007; Fischer, 2008; Sussman, 2006). The first area of consideration is workforce training. Although this action is not new to the community college and has been central to the traditional mission of colleges for decades, there are four issues associated with globalization that must be in the forefront of program decision-making. Colleges need to evaluate: (a) the jobs that are being lost to off-shoring and outsourcing; (b) the new jobs that will be created from foreign investment, world competition, and new technology; (c) the skills gap in the current workforce; and (d) the skills needed for the new economy (Dellow, 2007). Globalization and a changing world economy have created challenges for the businesses and industries that are served by the community college, with downsizing, outsourcing, and off-shoring becoming common occurrences in manufacturing. Unemployed workers are increasingly turning to the community college for retraining to qualify for the jobs being generated for a new and far more technological workforce. In Fischer (2008),

“Many skilled workers are coming out of our colleges trained for jobs that don’t exist anymore....We have lots of skilled workers, but do they have the right kinds of skills” (p. 1).

To provide a more globally infused community college experience for students, it will be important to look at current programming for continued relevancy, to research the types of occupations that are being impacted by globalization, and to explore new programming opportunities that will keep pace with changing workforce demands (Dellow, 2007; Fischer, 2008). Although relevant skill sets for a globally competent workforce will be an imperative for the community college, literature does not suggest a mass loss of programming as a result of globalization, but rather a concerted effort to revise existing programs for increased viability and greater levels of technological relevance (Milliron, 2007). Levin (2002a) considers technology to be “endemic in business and industry” (p. 121) and preparation is an imperative, or perhaps an expectation of the community college. Strategies to revise curriculum must include the addition of technological skill sets that are designed to build communication, develop problem-solving techniques, understand work team participation, and at a minimum, gain an introductory knowledge of statistical analysis. These skills represent high order skills that are rapidly becoming the baseline for the new workforce (Sussman, 2006).

**Resource organizations.** Community colleges will need to continue the development of program offerings that address new technologies and skills needed for students to be competitive in a global workforce. For the community college to be successful, it may be crucial for institutions to access resources outside of the college to

support globalization activities. There are three primary organizations that support the community college and promote the importance of developing a globalized curriculum. The first is the North Carolina based organization World View, an international program for educators at the University of North Carolina at Chapel Hill. World View serves North Carolina community colleges through a variety of programs and outreach services to include geographically focused workshops, on-going professional development opportunities, focused international travel opportunities, newsletters, monthly global and college updates, and special project grants to support initiatives at local colleges and the globalization of curriculum by faculty (University of North Carolina at Chapel Hill, 2012). Additionally, World View offers a residential Global Education Leaders' Program to develop vital leadership in local community colleges for the implementation of globalization initiatives. Member colleges are provided both on-site and off-site technical assistance in the development of local action plans to support institutional globalization. World View serves as a comprehensive source of information for colleges and their faculty to support global activities. Of the 58 community colleges in North Carolina, there are 33 that are partners of World View (University of North Carolina at Chapel Hill, n.d.).

A second organization that provides support for international education is the Community Colleges for International Development (2012), an organization of member colleges that provides an international forum for sharing best practices and special projects among community colleges. This organization of 166 institutions provides opportunities for participation in international student programs, access to cross-cultural fellowships, and

opportunities for study abroad. In North Carolina, nine community colleges are members of this organization.

A final organization of significance is one that has been an important element in the development of the community college since its early beginnings as a junior college - the American Association of Community Colleges (n.d.). This organization is the primary advocacy organization for the nation's community colleges that promotes institutions through five strategic action areas that include: a) recognition and advocacy; b) access, learning, and success of students; c) leadership development; d) economic and workforce development; and e) global education (AACC, n.d.). Serving as a collective voice for community colleges in the Federal higher education discourse, the organization supports the development of global initiatives through promotion of the community college abroad, development of training and outreach activities, partnership initiatives, and grant funding opportunities. An example of the depth of membership found among community colleges in the United States may be seen in the level of membership found among institutions in North Carolina with 57 of 58 community colleges identified as current members (AACC, n.d.). Partnerships with these and other organizations may provide essential access to resources, training, and funding that can be tremendous in supporting the development of a local community college initiative.

### **Current Initiatives in U.S. Higher Education**

There is little doubt that higher education institutions across the U.S. grasp the importance of providing a globally infused learning experience for their students and the

responsibility of producing graduates who have the knowledge and skills required of a global society. In the Spellings Commission report, *A Test of Leadership: Charting the Future of US Higher Education*, “We want a world-class higher-education system that creates new knowledge, contributes to economic prosperity and global competitiveness, and empowers citizens” (U. S. Department of Education, 2006, p. ix). To achieve this, higher education across the U.S. is challenged to develop instructional programs that foster a broad range of learning experiences and opportunities to support the development of globally competent graduates. A review of higher education literature identified four significant institutional initiatives that are found in support of institutional globalization across the U.S. and include: development of study abroad opportunities, hosting of international students, development of branch institutions in other countries, and building of international relationships and organizations. Each of these globalization elements will be discussed as it relates to what is currently happening in higher education in general, with a specific focus on how it is addressed in the community college setting.

**Study abroad.** Study abroad represents a tremendous opportunity for colleges and universities to bring international experience to both undergraduate and graduates students and serves as a core component in globally infused learning. Study abroad is available in different formats and may represent options from semester long study to short term immersion experiences that can last for just a few weeks. It is with the short term experiences of eight weeks or less that study abroad participation has experienced the most growth, now representing 59% of all study abroad. Programs that last for a semester

represent 38% of study abroad participation and the year-long study programs at less than 3% of the total (Institute of International Education, 2013). A growing type of immersion opportunity is service-learning. Although similar to short term immersion, service-learning is a structured learning experience where students travel to another country and participate in a service project that focuses on an identified need in a local community. It involves learning through direct interaction and communication with persons from the host country, followed by activities of reflection to more deeply internalize the experience (Garcia & Longo, 2013).

All forms of international study are considered important in providing experiences that are critical for the development of globally competent graduates at colleges and universities. Having more than tripled in the last twenty years, the growth has been primarily in short term immersion and service learning opportunities. For semester long study abroad during 2011-2013, over 283,332 college students in the United States studied for credit, up 3% over the previous year and representing a record high. Of all U.S. study abroad students, 64% are women. The top five destinations where U.S. students study are the United Kingdom, Italy, Spain, France, and China. The primary fields of study are the social sciences, STEM programs, and business. Study abroad data indicates that a fast growing segment is in the number of students pursuing STEM fields, up 10% from 2010/11 to 2011/12 (Institute of International Education, 2013).

Although there are many study abroad opportunities of varying lengths to accommodate students, these experiences may still remain unattainable for the community college student population given employment and family responsibilities, as well as the

financial expenditure that goes with study abroad (Garcia & Longo, 2013). Even with this challenge, there are a number of community colleges that are making it work. At Coastline Community College in California, international study opportunities are provided for students that cost from \$3,300 to \$5,000 depending on the number of participants. Study opportunities include numerous destinations in Europe, as well as Costa Rica (Coastline Community College, n.d.). Tulsa Community College features an ongoing study abroad program in partnership with Oklahoma State University. The partnership provides significant opportunities for study abroad to nearly a dozen countries and has financial aid that is available for students to participate which may be crucial in making the opportunities accessible (Tulsa Community College, n.d.).

Even though study abroad is more limited in the community college than in four-year institutions, it is increasingly becoming an important focus across the country. In 2010, the United States Department of State, Bureau of Education and Cultural Affairs selected Madison Area Technical College to lead a project to expand the capacity of community colleges to provide international study opportunities. In Bradshaw (2013):

The project focuses on strengthening the capacity of colleges to offer study abroad and on developing service learning programs....Madison College has used this award to create the Community College Sustainable Development Network (CCSDN), a consortium of 24 community colleges working collectively to develop new faculty-led study-abroad opportunities, and an experiential education training program that shares best practices in new study-abroad program development. (p. 39)

This movement to the development of access to international study by community college students has also been supported by the congressional Blue Ribbon Commission report, *Global Competence and National Needs: One Million Americans Studying Abroad* that specifically focuses on the cultivation of programs in community colleges (Bradshaw, 2013). Given the growing focus on the development of global competencies and perspectives in students in higher education, providing opportunities for international engagement is the responsibility of all levels of higher education, including the community college.

**International students.** Universities and colleges in the U.S. place significant value on hosting international students at their institutions. The presence of international students provides students, faculty and the community with opportunities to interact with persons from diverse backgrounds and cultures around the world. These students add a multicultural element to instructional programs and the campus environment. The U.S. is the leading destination for international students to study, due primarily to a well-established system of universities and colleges that is widely perceived as providing high quality educational opportunities (Wilkins & Huisman, 2011). In 2012/13, enrollment of international students across the country was at an all-time high of 819,644 - a figure that represents growth of 7.2% from the previous year. This growth is attributed in part to increased recruitment and a growing reputation of U.S. institutions abroad. The number of students by gender has changed significantly in the last 30 years, with participation by women up from about 29% in 1982/83 to 44% in 2012/13. International students from China are ranked first as a top place of origin with enrollment of 235,597, representing 28.7% of total enrollment in U.S.

institutions. China is followed by India with international enrollment of 96,754 or 12%. Of all international students, 42% are studying in a STEM field with engineering alone at 19% (Institute of International Education, 2013).

Enrollment data from the *Open Door 2013* indicates that in the U.S., 69% of all international students are hosted by just 5% of the institutions. North Carolina ranks 17<sup>th</sup> in the number of international students from among universities and colleges in the country with a total of 15,027 students enrolled. Among the institutions serving the highest numbers in North Carolina, North Carolina State University serves the most with 3,906, followed by Duke University at 3,046, and the University of North Carolina at Chapel Hill with 1,849 students. Not only does international enrollment boost institutional funding, but the economic benefit to the state, based on student expenditures, is estimated to be over \$385 million (Institute of International Education, 2013).

While the presence of international students is perhaps more often associated with the university segment of higher education, the development of programs at community colleges is a growing trend. Research shows that across all initiatives, international student enrollment in community colleges across the U.S. has grown from 81,869 in 2004/05 to 86,778 in 2012/13 representing an increase of 6% over the past eight years (Institute of International Education, 2013). One organization, Community Colleges for International Development (CCID), works with partner institutions in the recruitment of international students to attend community colleges across the country. Through the Community College Initiative Programs administered by CCID, international study opportunities are offered to

persons from priority countries who are underserved and may not have financial support or other recourses to allow them to otherwise participate. Through this program, over 1,400 students from 16 countries have enrolled into 29 community colleges across the U.S. (Community Colleges for International Development, n.d.).

In addition to the CCID project, there is also much support from organizations for the recruitment of international students as with the American Association for Community Colleges and the American International Recruitment Council (American Association of Community Colleges, 2008). Marketing efforts to promote the benefits of community college attendance for international students have been successful. Community colleges are being touted as affordable, supportive, and academically challenging alternatives to university enrollment. One important consideration that is promoted in the recruitment of international students to the community college is that students have considerable freedom of choice as to programs of study – programs that include both transfer options and training programs that lead directly to the workforce after two years (American Association of Community Colleges, 2008).

The American Association of Community Colleges publishes a guide for international students who are considering enrollment in a U.S. community college that provides useful information about the application process, obtaining legal documents to study in the country, housing and other living arrangements, and how the community college educational experience compares to a four-year university or college. Based on the Student and Exchange Visitor Information System or SEVIS, there are community colleges in all fifty

states that are registered to accept international students. In North Carolina alone, there are 47 colleges listed as being registered with SEVIS, although just being a registered institution does not mean that the community colleges has an active international program. Being registered just indicates that in the event of international student enrollment, the college is prepared to assist the U.S. government in maintaining a database of information on all international students studying in the country (American Association of Community Colleges, 2008).

One of the community colleges that has an active international student program is Northern Virginia Community College and is perhaps considered one of the most diverse in the U.S., based on having over 160 different countries represented among the student population. This college markets to international students using its location near Washington, DC and the tremendous range of degree and certificate learning opportunities available for students. Another community college with an active program for international students is Glendale Community College in California where the number of international students represents 4% of the total student population with 550 students from 50 different countries. This college markets itself as being in a community that is one of the safest in the U.S., a point that may be an important consideration for some international students for two reasons. First, studying and living in the U.S. will be a new experience and students may not really know what to expect in comparison to their home countries. A feeling of safety may help to allay some of their fears of the unknown. The second reason is related to possible concerns as to how they will be received by the college and the community-at-large based on

the political relationships that exist between the international countries and the U.S. (AACC, 2008).

**Branch institutions in other countries.** A significant element in the globalization of higher education is the development of transnational education which pertains to learning opportunities that are occurring in a different country from the one in which the awarding university or college is based. The segment of transnational education that has experienced the most growth is in the establishment of international branch campuses. These campuses represent auxiliary educational facilities that are outside of the country of the parent institution providing face-to-face instructional opportunities in select programs of study. This type of campus generally includes classrooms and library facilities with options that may include accommodations for students and recreational space. The facilities are at least partly owned by the parent institution along with the host country. The international branch campus (IBC) operates under the same name as the parent institution and has permanently based administrative and teaching personnel (Wilkins & Huisman, 2011; Wilkins & Huisman, 2012). Development of IBCs by higher education has occurred in two primary stages. The first stage was represented by a significant build-up of branch campuses during the 1980s in Japan with about 30 U.S. institutions taking advantage of the opportunity. In Lane (2011):

Japanese leaders wanted to further strengthen the country's relationship with the United States, and actively recruited several American universities to establish branch campuses in the Country. In the United States, many academic leaders wanted to take

advantage of having a presence in one of the fastest-growing economies in the world.

(p. 6)

The success of the first phase of branch campus development was impacted by many factors including economic challenges, the placement of branch campus in areas that were difficult to access, and limitations associated with instruction that was in English. The only institution that remains from the initial phase of development in Japan is Temple University (Lane, 2011). It was with the second phase of development of IBSs that branch establishment was more diversified in terms of host countries and establishing institutions. By 2011, there were 183 IBSs around the world with about half of those originating from U.S. higher education, followed by the significance presence of institutions from Australia and the United Kingdom (Lane, 2011).

Literature indicates primary motivators for the development of IBCs to be opportunities to access new forms of revenue through tuition, financial support received from host countries, and opportunities to attract private investment from around the world. An additional motivating factor that specifically relates to students is the positive impact that international interactions can have on the quality of academic programming, specifically in the global infusion of instructional opportunities (Lane, 2011). One of the opportunities associated with IBCs may be in providing students with study abroad options on a branch campus of their own institution – an opportunity that also extends to faculty and administrators. This may be especially significant if study abroad destinations in a specific area of the world are limited as to in-country higher education options.

One institution that has established an international branch campus is Florida State University with a branch campus located in Panama. Florida State University – Panama awards degrees at the associate and bachelors levels in five general program areas. Students are initially enrolled in a liberal studies curriculum that also allows students to participate in the university's 2 + 2 Scholarship program that provides students who are enrolled at the branch campus with the option to complete degrees on the main campus in Florida. Students must meet eligibility criteria that includes having completed a minimum of 60 credit hours at the branch site in Panama, 36 hours of which are liberal studies courses. By enrolling initially in the branch campus location, students in Panama are able to access a broader range of educational programming at the home campus in Florida and of equal importance, attend as in-state students for tuition purposes (Florida State University, n.d.).

A review of literature did not indicate that there are any verifiable international branch campus projects being pursued by community colleges. It is however important to note that there are significant partnerships and initiatives that are currently in existence between U.S. community colleges and various international organizations that support institutional globalization initiatives.

**International relationships and organizations.** Many of the cross-border instructional arrangements that provide students in U.S. higher education with global learning experiences – study abroad, service learning, immersion, are based on international partnerships or collaborative agreements as well as connections that are facilitated through various organizations that support global initiatives. In addition to these more established

learning opportunities made available through partnerships to students and faculty, there are also arrangements that support collaborative research projects and technology initiatives (Amey, 2010). University networking is another important cross-border arrangement that supports globalization in higher education. The University of Hawaii has been working with Bukkyo University in Japan for the past ten years. In McEwan, Goto, and Horike (2010):

The aim of this agreement was to promote student exchanges, conduct joint research and publication activities, encourage participation in seminars and academic meetings, facilitate the exchange of academic materials, and arrange special short-term academic programs including practical training and field work. Through greater levels of interconnectedness and collaboration, institutions may pursue educational projects including those with a specific research focus and or in the development of global curricular initiatives that address common needs. (p. 67)

Both institutions report significant benefit from the partnership in providing opportunities for students to build communication skills and to gain deeper understandings of both cultures. Faculty benefit from the exchange as well through the development of direct relationships with faculty from the other institution. Agreements have been for periods of five years in length with newly developed activities and initiatives being proposed for each subsequent agreement as the relationship continues to mature (McEwan, Goto, & Horike, 2010).

An example of collaboration among universities may also be seen in the development of teaching centers around the world that are being based on an American model. A visit by Fulbright Fellows from Iraq to Michigan State University generated discussion as to the

value of developing comprehensive teaching centers in universities in Iraq. Through a grant funded opportunity, Michigan State University worked collaboratively with an Iraqi educational team in the development of “a comprehensive institutional self-assessment protocol that reflected practices in Iraqi higher education and their goals for a teaching center” (DeZure et al., 2012, p. 26). Although the project primarily served to develop teaching centers in two Iraqi universities, the cross-border experience provided opportunities for all faculty who were involved in the project to build their individual global perspectives and to substantially contribute to the development of teaching and learning in higher education in a global context (DeZure et al., 2012).

Literature also supports the development of collaborative relationships among universities to serve as agents of development with one such collaboration established among Michigan State University, Texas A&M University and the National University of Rwanda. In Collins (2012), “The two U.S. universities secured the grant to work in Rwanda for the purpose of rural development, human resources development, and institution building under the Project to Enhance Agriculture in Rwanda through Linkages” (p. 92). As U.S. land grant universities, the goal for Michigan and Texas A&M from this collaborative international project was to extend their missions using land-grant extension models across international borders to support and enhance both the human and research capacities of the Rwandan university (Collins, 2012).

Globalization activities in higher education may also be seen in the development of consortia relationships that are of mutual benefit to universities in various countries. For

Iowa State University, a four-year grant-funded project provided the structure for the institution to lead the development of an international consortium to unite university agricultural education programs around the world. The grant was through the National Agricultural University of Ukraine and supported student study abroad and faculty exchange opportunities as well as providing greater levels of globally infused perspectives in content area courses (Walker, Bukenya, & Thomas, 2011).

Literature supports the development of international partnerships and institutional agreements among higher education. For the community college, the development of partnerships may perhaps be tied to perceptions of the critical role that these institutions play in providing relevant workforce training to a world economy. In Treat and Hartenstine (2013):

The U.S. community college represents a model of substantial interest to other countries due to its availability to respond quickly to community needs, its ability to address access and pipeline barriers to higher education, and, perhaps most important, its close working relationship with industry in meeting workforce development needs. Increasingly U.S. community colleges are engaging in international development projects intended to build capacity both in partner institutions abroad and in the U.S. college itself. (p. 71)

A prime example of a mutually beneficial community college partnership is the one between Houston Community College and the Qatari government to develop an educational program to serve an evolving workforce. Using Houston Community College (HCC) as a model, as

well as its fully developed curriculum, the Community College of Qatar was established as a “full-scale community college program that meets the education and job training needs of the small but wealthy and progressive Arab nation” (Violino, 2011, p. 14). Students at the Community College of Qatar (CCQ) have dual enrollment in HCC as they pursue associate and applied science degrees through earning credits that are transferable to universities around the world. As a result of this five year partnership with the Qatari government, HCC will make an estimated five million dollars (Violino, 2011).

The challenge for community colleges in the potential development of international partnerships may be in overcoming the traditional community college ideal of primarily focusing on local community needs. Additionally, community colleges may not have access to funding that will support the initial costs of development for international partnerships. The key to development of this type of partnership is in viewing these relationships from the perspective of long-term benefits, not only as potential revenue streams for the community college, but also in the development of international relationships to support a globally infused learning environment (Violino, 2011).

### **In Summary**

In higher education, the influences of globalization may be seen in behaviors that are linked to the instructional programs as well as to the operational functions of the institution. For the community college, globalization impacts the programming that is offered, as well as how it is offered, to provide students with the skills, understandings, and experiences necessary to be globally competent members of a world community. While the implications

for higher education are varied, a focused path is suggested for administration and faculty, if students are to acquire the knowledge, essential skills, and global understandings necessary to compete in a continually changing work environment. To fully globalize the institutional environment, the community college must develop strategies to infuse instructional programs and to provide international experiences both in and beyond the classroom.

Globalization of the community college is not expected to be a simple initiative. It involves campus politics and varying levels of commitment from governing boards, administration, faculty, and staff. For a college to develop a philosophy that supports a fully developed global perspective, there are three primary aspects that must be central to any initiative. Initially, there will need to be a focused effort to globally infuse curriculum across all disciplines – global infusion that includes content as well as instructional strategies. Additionally, the development of a campus-wide awareness is important to support an atmosphere of global understanding and commitment at all levels of the institution. Finally, there must be commitment at all levels within the institution, without which comprehensive globalization may be a tremendous challenge to sustain. Although this review of literature provides an understanding of the community college from the perspective of globalization, a more comprehensive review of community college literature will be important in order to gain a broadened understanding of the institutions that will constitute the setting for the development of this study.

## **The Community College**

The final body of literature for review represents the setting for this study – the community college. Community colleges in the United States serve as the gateway to higher education for an estimated 13 million students through a variety of programming options that include both credit and non-credit opportunities (American Association of Community Colleges, 2012). In the past three decades, community college enrollment has grown at a rate that is unmatched by any other sector of higher education. With its traditional open-door philosophy, the community college attracts learners with different needs and goals – both academic and personal. The community college serves as a local alternative for access to higher education, as well as a primary source for occupational courses, workforce training, and community programming in support of the community in which it is embedded (Cohen & Brawer, 2008; Martinez, 2004). As the country continues to shift from an industrial economy to one that is more knowledge driven, the need for accessible higher education through the nation’s community colleges will become even more crucial, if we are to remain economically competitive in a world economy. Alexander et al. (2012) argue that among the fastest-growing jobs in the United States, those requiring associate’s degrees are expected to double the national average with the demand for the community college graduates surpassing that of persons with four-year degrees. To provide a basis for understanding the community college in the United States, this literature review will include an exploration of this segment of higher education beginning with a look at its development from an historical perspective, followed by reviews of literature on mission, institutional profile, demographics, and

community college faculty. A final review of literature will focus on the overarching trends currently challenging the community college.

### **Historical Perspective**

Community colleges in the United States have a rich heritage tracing roots of origin back to the Morrill Act of 1862, known as the Land Grant Act, which extended access to public higher education to the majority of persons who had previously been denied opportunities due to a number of reasons. The second Morrill Act in 1890 provided an even greater level of access, specifically to minorities seeking higher education opportunities (Drury, 2003). The community college originated from a postsecondary program that was established in 1901 as part of a special division at a high school in Joliet, Illinois. Just over a decade later, this program spurred the beginning of the junior college movement across the country (Vaughn, 2006). This postsecondary project, situated in a high school, was important to the future development of the community college as we know it today in that it initially demonstrated the capacity of high schools to provide sound college-level course work equivalent to that offered by a university, as well as the practicality of transferring those courses to the university setting. Additionally, given that the Joliet project was developed and authorized by a local school board, the feasibility of using public funds to offer locally accessible postsecondary education was confirmed (Vaughn, 2006).

In an effort to provide a forum for the developing junior colleges, the American Association of Junior Colleges was organized in 1920. This organization supported the growth of junior colleges in the United States, with the number of institutions in 1930 soaring

to over 400 and enrolling about 70,000 students (Cohen & Brawer, 2008). This junior college association provided crucial support for the expansion of two-year colleges for over 80 years evolving into the current day organization of the American Association of Community Colleges. This organization remains an important unifying voice and community college advocate in collaboration with government entities and higher education (Cohen & Brawer, 2008).

The term community college did not appear until the late 1940s and was established in the Truman Commission Report to describe a proposed network of publicly supported two-year institutions that would provide more opportunities for college attendance following World War II (Cohen & Brawer, 2008; Drury, 2003; Vaughn, 2006). These public community colleges would serve community needs through a comprehensive mission, extend opportunities to the masses at little or no cost, and serve as cultural centers. Additionally, institutions would have local control, but would be part of state and higher education systems (Vaughn, 2006). In essence, the Truman Commission Report established support for equal accessibility to and massive expansion of American higher education.

Literature suggests several benchmarks of significance in the evolution of the community college from its early beginnings as a junior college to the 21<sup>st</sup> century institution that exists today. In 1963, the Higher Education Facilities Act was enacted with the goal to expand the community college (AACC, 2012). By the end of the decade there were 678 colleges in operation in the United States. Community colleges expanded across the United

States at a rate unrivaled by any other segment of higher education with one new college being opened each week during the peak of the growth movement (Cohen & Brawer, 2008).

By the 1970s, the work of providing vocational training had been firmly established in the mission of the community college with a growing enrollment among non-traditional students that included the disadvantaged or disabled, women, part time attendees, and older adults (Cohen & Brawer, 2008). Additionally, the migration of adult education, as well as occupational programs that were previously situated in secondary education, all contributed to this surge in vocational interest. By the end of the decade, the community college had become the primary point of access for nearly 40% of all new full time freshmen (Cohen & Brawer, 2008). The decade of the 1980s brought community colleges to the forefront of highly specialized and customized vocational training. This programming moved the community college forward in building collaborative relationships with businesses and industry that have carried over to present day, further supporting the economic development of local communities and providing workforce preparation vital to students entering the workplace (Cohen & Brawer, 2008).

### **Mission**

Historically, the community college has remained an essential part of American higher education, reshaping as needed to accommodate the changing needs of students as they prepare for further education or the workplace. Research shows that as colleges have adapted to surges in enrollment and changing areas of focus, the institutional missions may have become blurred with overlapping goals, requiring colleges to rethink programming and

funding priorities (McPhail & McPhail, 2006). The mission of the community college is difficult to articulate as a singular directive that serves to guide all institutions along a similar path, but rather it is very specific to an institution and shaped by multiple factors including size, geographic location, and the local economic and workforce needs of the community in which it is situated. In response to internal and external pressures and challenges, community colleges find themselves facing not a single mission, but rather multiple missions accompanied by shifting priorities (Dassance, 2011; Dougherty & Townsend, 2006; McPhail & McPhail, 2006). Literature confirms that while an early mission for two-year colleges was to provide college-level work appropriate for transfer to universities, the development of additional vocational missions soon followed to provide alternate educational opportunities for persons for which collegiate level academic work may not have been deemed appropriate (Dassance, 2011). In response, community colleges expanded their mission to cover a broadened array of programming and services to include developmental education, student support services, career education, and programs designed to serve students still in high school (Cohen & Brawer, 2008; Dassance, 2011). Literature supports the thought that these elements represent separate missions for the community college and that it is not realistic to consider the various elements as a multifaceted comprehensive mission, as has been the tradition of the community college since origination. Although some critics believe that community colleges have too many missions to be effective, those who support multiple missions believe that, “maintaining them is necessary to fulfill community colleges’ statutory mandates” (McPhail & McPhail, 2006, p. 91). Additionally, any reluctance to narrow the

focus may be understandable given the values and purposes that have historically been embedded in the community college philosophy, reflecting what Dassance (2011) considers as “being all things to all people” (p. 33). In McPhail and McPhail (2006), “We believe that the difficult and critical challenge for community colleges in the twenty-first century will be to determine which of their current and historic missions are viable in today’s social, political, and economic milieus” (p. 92). Institutional missions can provide a foundation from which community colleges base their reactions to shifting societal and economic conditions or in the exploration of new opportunities to address emerging challenges.

### **Institutional Profile**

As highly visible providers of educational opportunities across the United States, community colleges serve 6.5 million students in curriculum level programming, representing nearly half of all college students (Cohen & Brawer, 2008). As a result of the twentieth century push to extend access to all people, there are now over 1,000 community colleges located in the United States with institutions established in every state (Katsinas, 2003; Tollefson, 2009). These institutions serve a population of both traditional and nontraditional students with backgrounds, experiences, and academic needs contributing to a diverse learning community. Literature defines the community college as a regionally accredited institution that awards the associate as its highest degree, although this may be revised to include the community college baccalaureate that has become a part of the institutional identity of colleges in a number of states (Cohen & Brawer, 2008; Levin, 2004; Vaughn, 2006).

In Katsinas (2003), “The higher education literature implicitly assumes great homogeneity among community colleges in terms of state-assigned mission, functions, organizational complexity, finances, and students served” (p. 18). This may be accurate to some extent, but there are differences among community colleges. A significant difference is in the varying levels of coordination and oversight provided through state coordination that generally includes statewide planning, allocation of resources, policy leadership, academic program structures, and accountability (Lovell & Truth, 2002). Organizational structures vary by state and may be classified using a variety of taxonomies. Lovell and Truth (2002) offer one that classifies operations of state agencies as either a consolidated governing board, a coordinating governing board, or a planning agency. Local institutions develop their own internal structures that may appear much like a pyramid with power flowing from a president at the top and then down through a hierarchy of administration of varying levels, dependent upon the size of the organization. Studies indicate that this traditional organizational governance is now being challenged by an increasing voice of stakeholders who are becoming more assertive in their expectations of the community college (Alfred, 2008).

Funding of the community college may come from state, federal, and local government sources; private contributors; and from students in the form of tuition and fees. How these sources funnel down to individual institutions is based on predetermined allocation formulas that assign funds based on student enrollment with consideration given to critical needs, efficiencies, student performance, and economic initiatives (Mullin & Honeyman, 2008).

Given the elements of uniformity found in institutions with regard to organizational structure and governance, literature supports that the differences in academic programming and outreach among colleges are a product of the commitment and responsiveness of each institution in addressing the local needs that ultimately shape its mission. Community colleges are typically designated a service area by state statute of which they are committed to serving the needs. Although service areas have been defined in the past based on a specific geographic area, online learning is challenging this traditional definition (Katsinas, 2003; Vaughn, 2006). Embedded in the communities, these colleges are often viewed as cultural centers, specifically in the more rural communities. In Vaughn (2006), “Although cultural and social activities may not be part of a college’s formal educational programming, such activities enhance education and community life...thereby enhancing the college’s mission” (p. 7). The programs offered through a community college are shaped by the institutional mission that is in turn determined by the needs of the community. Colleges offer a variety of programming opportunities that include diplomas and certificates in occupational and vocational areas that focus on workforce related skills, as well as degrees at the associate’s level that may be either terminal for workforce entry or for transfer in pursuit of a bachelor’s degree (Vaughn, 2006). Studies show that of all students served by the community college, nearly 85% indicate that they are seeking a degree or certification as an ultimate academic goal (Wilson, 2004).

## **Demographics**

Literature confirms that the community college has traditionally been known for its open door admission policy. It not only provides a financially attractive alternative for the first two years of a four-year degree, but also serves as the portal to further education or workforce training to students who may seek to begin building a foundation for the future through occupational credentialing or employment training. One perception of the community college is that its student population is comprised of students who are older than the traditional straight-out-of-high-school cohort; however, research shows that over a third or 39% of community college students are actually age 21 or under (AACC, 2012). Conversely, this leaves the other 60% or more of the college population age 22 or older, with only 15% of those persons 40 years of age or older (AACC, 2012). Gender representation among students at two-year institutions has remained at a steady percentage since the 1970s, with women continuing to outnumber men at 57% to 43%. Not only do they dominate in representation, but the women have also slightly out scored their male counterparts with 71% of women earning a grade of B or better in relation to 66% of men enrolled (AACC, 2012; Wilson, 2004). The high rates of achievement among both gender segments may be attributed to specialized programs focused on ensuring that at-risk women and men, of all ages, are provided the resources to achieve academically. Among these community college programs are those serving displaced homemakers, single parents, and minorities (Wilson, 2004).

Research indicates that while there is ethnic diversity in community colleges, White students outnumber all other ethnicities combined representing 54% of the total student population. This is based on 2009 enrollment data and marks a decrease from 66% in 2003 (AACC, 2012). The percentage drop for White students may be due in part to enrollment growth in other ethnicities, specifically among Hispanic students, now outnumbering Black students in community colleges (AACC, 2012; Nunez, 2012; Wilson, 2004). Statistical data indicates that the segment of Black students has remained somewhat constant during the past decade at 14% with the percentage of Hispanic students growing from 12.9% to 16% in the same period (AACC, 2012; Wilson, 2004).

Studies show that a community college may have only one student body, but actually have multiple populations found among the students – populations that are distinctively unique in their social and academic expectations of the institution (Ewell, 2011). It is important to recognize the many populations that are present in the student body beginning with nontraditional students who often have tremendous personal responsibilities that extend far beyond the scope of academic endeavors. Milliron (2007) suggests that it takes courage and that “many of our community college students exhibit it by overcoming their unique situational, personal, workplace and financial challenges as they persist through programs” (p. 36). In addition to being a college student, research indicates that 80% of community college students are employed either on a full or part time basis. Nontraditional students may also: (a) be financially independent, (b) attend college part time, (c) enroll after having been out of high school for some time, (d) come from low income families, or (e) may not speak

English as a first language (AACC, 2012; McClenney, 2004). A significant number of community college students are those who are the first in their families to attend college. This group represents 42% of all 2011 fall semester community college enrollments in the United States (AACC, 2012). It is also important when considering nontraditional populations to recognize students with disabilities. Research indicates that 60% of all students with disabilities who are attending public colleges or universities are actually enrolled in community colleges (Hornak, Akweks, & Jeffs, 2010).

One additional nontraditional population that is present on community college campuses is one where the students have not yet reached a traditional college age. This underage population consists of students who are taking college courses, while still enrolled in high school through a variety of programs. Based on collaborative agreements with secondary schools, high school students can take both high school and college courses on college campuses, at high school sites, or through a combination of both. An example of this type of collaborative effort is the Early College High School Initiative that was established by the *Bill and Melinda Gates Foundation* (Thompson & Ongaga, 2011). In Williams and Southers (2010), “Located primarily on community college campuses, Early Colleges allow high school students, beginning as early as the 9<sup>th</sup> grade, to concurrently earn a high school diploma and an associate’s degree with little or no cost to the student” (p. 26). Programs of this type are expected to expand as secondary and postsecondary opportunities continue to become less defined and more blended.

## **Community College Faculty**

Community college faculty may be just as diverse as the student populations for which they teach, given the broad range of instructional opportunities that may be part of an institution's traditionally comprehensive mission. Community college faculty may find themselves teaching traditional students in a curriculum degree program, training unemployed workers with new workforce skills using the latest technology, or perhaps, teaching a person how to read for the first time. All of these situations represent the work of community college faculty, but even with this diversity, there is one primary characteristic that faculty have in common and that is the primary focus on teaching and learning (Twombly & Townsend, 2008).

**Faculty characteristics.** There are over 354,000 full time faculty members employed by community colleges in the United States. Full time faculty teach approximately two-thirds of the courses offered; however, it is the population of adjunct faculty that dominates the ranks with 68% of all community college faculty teaching part time (Murray, 2010; Twombly & Townsend, 2008). This dominance of adjuncts among community colleges is expected to continue given that many full time faculty members are close to retirement. In Murray (2010), "Because of past hiring patterns, some researchers are predicting community colleges may have 40 to 80 percent of their faculty members retire by 2015" (p. 5). The southeast United States is expected to be especially impacted given that nearly half of the faculty in this region are age 55 or older (Murray, 2010). Due to budgetary constraints, many of these positions may not be replaced with full time faculty but rather

shared among adjuncts. In reviewing community college faculty, research shows that diversity among ethnicities is very limited with the percentage of White faculty at 80% - a percentage that is much higher than the 54% of White students being served. The split between men and women is about even which makes this sector of higher education the most gender balanced (Twombly & Townsend, 2008).

**Faculty work and compensation.** In the community college, the work of faculty is different than with other sectors of higher education in that workloads are heavier. For full time faculty, an average teaching load would be five courses of three credit hours each per semester (Murray, 2010; Twombly & Townsend, 2008). In the North Carolina Community College System, the average full time faculty workload across all colleges is in line with the national statistics with full time faculty teaching on average 15.1 credit hours based on fall 2011 semester data. It is interesting to note that individual institutions in the North Carolina system ranged from a low of 11.9 hours at Durham Technical Community College to a high of 23.1 hours at Piedmont Community College (North Carolina Community Colleges, n.d.).

Faculty compensation varies widely across higher education, with those teaching at the community college on average earning far less than faculty at four-year institutions. In Twombly and Townsend (2008), the average salary of full time community college faculty for nine to ten month contracts in the United States is \$55,380 as compared to \$67,909 for faculty working in four-year public institutions. In the North Carolina Community College System, the average salary for nine month contracts, based on 2010-11 faculty salary data, is \$47,368 which is significantly below the national average. In a review of individual

community colleges in the North Carolina system, the institution with the lowest salary for full time faculty is indicated as Central Carolina Community College where 145 faculty members are paid on average \$42,145 annually. In contrast, the highest annual salaries for full time nine month faculty are found at Johnston Community College with an average of \$55,872 – a rate that is competitive with national community college faculty compensation (North Carolina Community Colleges, 2011).

**Faculty preparation and development.** Community college faculty members may have different requirements as to academic preparation and experience, but each must have met the minimum requirements for the specific teaching position to which assigned – requirements that are often set by accrediting organizations (Alexander et al., 2012). Faculty who are teaching transfer courses are typically required to have at minimum a master’s degree with 18 hours in the specific discipline (Twombly & Townsend, 2008). Faculty teaching in technical and vocational fields may be required to have a degree at an associate’s or bachelor’s level; however, practical work experience in the specific vocational field is of primary importance given that it provides students with real-world connections to the workforce (Sanford, Dainty, Belcher & Frisbee, 2011).

Literature suggests that while community colleges may prefer some level of teaching experience for faculty, there are generally no required qualifications for formal preparation in teaching, curriculum development, or instructional strategies. Alexander et al. (2012) maintain that the faculty members of community colleges often consider the need for formal preparation in teaching as secondary to a mastery of content. “This emphasis on content

leaves new faculty to develop their own teaching methods by trial and error, often patterning their own college faculties' teaching methods" (Alexander et al., 2012). Limited experience or preparation in teaching is further complicated by the tremendous diversity among the students served by these institutions – diversity of which underprepared faculty may be less able to manage. Given the limited preparation in teaching among community college faculty, professional development may be critical in providing effective instructional programs. Sprouse, Ebbers, and King (2008) categorize professional development in terms related specifically to either faculty or to instruction. Faculty development focuses on the development of faculty members as teachers with a focus on the design and presentation of content. Instructional development focuses more on curricular improvement and enhanced student learning. Alexander et al. (2012) argue that even though a primary support need of community college faculty may be in the development of instructional methodologies, if given options, they often choose professional development that is instead related to greater curricular content expertise.

**Faculty scholarship.** Studies support that the primary responsibility of community college faculty is teaching. In Provasnik and Planty (2008), this teaching “comprises 89% of their time, compared with 63% of time for faculty in four-year institutions” (p. 851). Additionally, for community college faculty, there is generally no requirement to conduct research in contrast to a significant focus in the university environment. Literature supports that there are fundamental differences in how scholarship among community college faculty is defined in terms that move beyond that of traditional research. Townsend and Rosser

(2009) argue that scholarship among community college faculty may be defined in terms of knowledge integration, curricular development, effective teaching, and maintaining relevancy in a field of study. Additionally, as productive scholars, community college faculty members are “better teachers than those who do not practice some form of scholarship” (Townsend & Rosser, 2009, p. 670). Programs of professional development can support a high level of scholarly pursuit among community college faculty, if the development initiatives are effective in moving faculty beyond the basics of instructional methodology to a deeper, more academic level of learning and professional growth.

### **Trends and Challenges**

Community colleges must be responsive to continually changing demands that are a result of state and national developments, accountability challenges, global forces, and local community needs. Although there are a number of prominent movements that are impacting the work of community colleges today, a review of current literature identified three overarching trends that are challenging colleges to rethink institutional roles. The first trend is the heightened focus on student success. Community colleges have long used the accessibility of educational opportunity as a measure of success, without ensuring that the students are actually achieving academic goals (Alfred, 2008; Boggs, 2011; Ewell, 2011; Goldrick-Rab, 2010; Mullin, 2012; Tschechtelin, 2011). In Mullin (2012), “The historic emphasis on access in America retains importance, but understanding more about how to gauge student success in higher education is now at the forefront for college leaders and policy makers” (p. 126). Although it may be difficult to adequately measure student success,

given the multiple missions that are part of the community college academic structure, systems of core indicators are being developed to include numbers of degree completions, graduation rates, and percentage of population by level of attainment (Ewell, 2011; Mullin, 2012). In 2009, President Obama opened the student success dialogue with his proposed American Graduation Initiative to fund innovation in community colleges with the goal of an additional five million college graduates by 2020. Although the initiative was not realized in Congress, the goal remains and the action served to start a national conversation on the need for the United States to increase educational attainment levels and to create graduates with the skills and experiences to be successful in a changing global workforce (Mullin, 2012). The challenge of building greater levels of student success and in being held accountable is expected to take on greater importance when it is tied to funding streams. Studies show that a variety of formulas are being used by states to allocate funding, although there is no primary structure that is in use widespread in community colleges (Ewell, 2011; Mullin, 2012; Zarkesh & Beas, 2004). The focus on creating a climate for greater levels of student success and institutional accountability has provided at least one positive outcome for the community college in that it has allowed colleges to become involved in the national discourse on higher education at a heightened level (Zarkesh & Beas, 2004).

A second overarching trend is the challenge for community colleges to rethink how they serve students with education and training that is required in a globalized workforce. Held, McGrew, Goldblatt, and Perration suggest that globalization evokes the perception of a world that is fast becoming “a shared social space by economic and technological forces and

that developments in one region of the world can have profound consequences for the life chances of individuals or communities on the other side of the globe” (cited in Levin, 2001b, p. 239). As a result of increasingly sophisticated technologies and the lowering of economic, geographic and cultural barriers, the world is being connected in a way that has brought globalization to the forefront. These forces are challenging the community college and its leaders to provide students with the educational opportunities and experiences that embody the critical skills and cultural perspectives that will be necessary to live, work, and interact as an integral part of this interconnected global community. To address this globalization imperative, Emert and Pearson (2007) suggest that community college leaders must support programs that “infuse globally oriented content, perspectives, and experiences into all levels of education as a means to increase awareness and understanding of the diverse world in which we live” (p. 68). But what of the traditional community college mission to serve the local community? Globalization has created the necessity for community college leaders to broaden institutional missions and the definition of what constitutes community in order to build new philosophies that demonstrate institutional commitment to the preparation of globally competent learners. The challenge is in developing learners with the skills to “recognize global interdependence, be capable of working in various environments, and accept responsibility for world citizenship” (Spaulding, Mauch, & Lin, 2001, p. 190). Additionally, it will be important for the community college to develop a global perspective and understanding that permeates the institution at all levels.

The third overarching trend is one that has been identified as a key element in the call for community college reform. In the AACC (2012) report, *Reclaiming the American Dream*, one of the seven recommendations for the future is to “invest in support structures to serve multiple community colleges, through collaboration among institutions and with partners in the philanthropy, government, and the private sector” (p. x). Literature supports the growing importance of relationship-building by a community college with other community colleges, secondary education, higher education, and other organizations (AACC, 2012; Amey, Eddy, & Campbell, 2010; Boggs, 2011; Hoffman-Johnson, 2007; Maes, Pfortmiller, Sinn, & Vail, 2011). Collaborative and strategic partnerships are not new to community college operations; however, a renewed focus exists on the development of relationships outside of the institution. The development of collaborative relationships with other colleges in a geographic region may allow for efficiencies in effort, leveraging of resources, and sharing of specialized faculty. Collaborative arrangements may also benefit students by providing educational pathways, specifically in programs that may not be viable for a single college and service area (Eddy, 2010). Community colleges work with secondary education and universities through the development of articulation agreements that provide educational transition opportunities. These agreements provide structure for the seamless progression of students transitioning from high school to the community college, and then on to the workforce or to a four-year institution with transferable course credit. Ewell (2011) refers to this seamless progression as an educational pipeline. Studies indicate that it is becoming increasingly important for community colleges to take articulation

agreements to new levels through the development of strategic partnerships in both the public and private sectors, enhancing the benefit to the partners and other stakeholders with all sharing a similar goal or vision (Eddy, 2010; Hoffman-Johnson, 2007). Perhaps the most exciting partnership opportunities for community colleges are those being developed around initiatives by organizations such as the *Lumina Foundation* and the *Bill and Melinda Gates Foundation*. These organizations provide tremendous opportunities for community colleges to participate in initiatives that focus on the development of innovative solutions to issues facing higher education, the allocation of critical funding and resources, and ultimately, the opportunity for students to succeed in achieving goals (Boggs, 2011). These partnerships may be especially important in the future, if institutional budgets are not sufficient to cover the multiple and varied missions that continue to evolve at the community college.

### **In Summary**

Although the mission of the community college has experienced tremendous and continuous shifting from its earlier beginnings, the primary focus has remained that of teaching and learning. To maintain this focus, community colleges must be poised to adapt to changing societal and economic forces and to embrace new opportunities for providing educational programs that prepare students with the skills and knowledge necessary to be productive citizens in a global economy. Changing demands will continue to challenge institutions as they work to maintain or perhaps prioritize multiple missions. The trends that are impacting community colleges of today are challenging institutions to continually rethink their roles in high education as the definition of the community college and its mission

continues to evolve as it has over the past century. It is the community college's commitment to serving the educational and economic needs of its community that is expected to remain a priority.

### **North Carolina Community College System**

The North Carolina Community College System represents a significant sector of higher education in North Carolina. With a network of 58 local community colleges, this system provides educational and workforce development opportunities that are within a 30 minute commute from anywhere in the state. The North Carolina Community College System (NCCCS) is ranked as the third largest system in the United States based on the number of individual institutions, with the mission to provide open-door accessible opportunities to post-secondary education across the state. The organization seeks to minimize barriers, maximize student success, and develop a workforce that is globally competent (NCCCS, n.d.). This overview of the NCCCS will include a review of the history, organizational structure, students, and programming.

#### **History**

The NCCCS originated from the need to provide North Carolina with educational opportunities to support a growing industrial economy. The focus was on persons needing more than a high school diploma for careers but for which a four-year degree was not needed. A proposal to develop a system of tax-supported community colleges was first introduced in 1957 and adopted by the General Assembly providing the initial funding for community colleges. The same year, the state also established funding for a state-wide

system of Industrial Education Centers. In May 1963, in a move to consolidate these newly established post-secondary systems, the General Assembly established the Department of Community Colleges which would operate under the State Board of Education. Dr. Dallas Herring was a significant force behind the development of the community college system in the state and was serving as the chair of the State Board of Education at that time (NCCCS, n.d.)

At inception, there were 31 educational units in the newly established community college department including twenty industrial centers, six community colleges, and five extension units. The growth of community colleges in North Carolina was mirroring the post-secondary scene across the United States where growth in that sector of higher education was unrivaled by any other (Cohen & Brawer, 2008). This growth continued in North Carolina through the 1970s at a rate of more than ten percent annually with the growth in 1974-75 year reaching a high of 33%. By 1978, the system had established its 58<sup>th</sup> college as Brunswick Community College. The North Carolina Center for Applied Technology was placed under the community college system in 1991, but was eventually absorbed as part of Gaston College, a local institution that was already a part of the state system (NCCCS, n.d.). Although originally established under the control of the State Board of Education, in 1979 the General Assembly provided for the development of a separate governing board - the State Board of Community Colleges which was organized in 1980.

## Organizational Structure

The community college system operates under the authority of the State Board of Community Colleges. Since organized in 1980, the board has been led by seven chairpersons coming from among the state's leaders in business and industry as follows:

- 1980 to 1983            Carl Horn – Duke Power executive
- 1983 to 1989            John Forlines – president of the Bank of Granite
- 1989 to 1993            William F. Simpson – businessman
- 1993 to 1999            Dennis Wicker – Lieutenant Governor
- 1999 to 2001            Herman Porter – former president Wayne Community College
- 2001 to 2005            James Woody, Jr. – businessman
- 2005 to present        Hilda Pinnix-Ragland – Progress Energy (NCCCS, n.d.)

The State Board of Community Colleges is comprised of 21 members with ten that are appointed by the Governor and represent the state regions, four each from the State House and Senate, and three ex-officio members including the Lieutenant Governor, the State Treasurer, and the President of the state student government association to add a student voice to the proceedings (NCCCS, n.d.).

The NCCCS is administered through a centralized system office located in Raleigh under the leadership of a system president. Dr. Scott Ralls, former president of Craven Community College, currently serves as the system's seventh president having been in that position since 2008. The NCCCS administration is operated as four primary divisions: executive; finance and operations; technology solutions and distance learning; and programs

and student services. The system office administrative team provides ongoing support to the 58 community colleges through guidance, support, policy development, consultation, and system-wide advocacy. The community colleges are geographically dispersed throughout North Carolina and employ an estimated 16,000 full time employees, with faculty constituting 44% of the total number (AACC, 2012; NCCCS, n.d.).

### **Students**

In Alexander et al. (2012), “Community college teaching is complex, possibly more so than in any other areas of higher education. Factors that complicate teaching in community colleges are primarily related to the community college mission and the students served” (p. 851). The NCCCS serves an estimated 840,000 students, or one of nine citizens age 18 or older, across the 58 colleges and representing diversity in backgrounds, levels of entering competency, and personal levels of outside responsibility. The average age of students served by the system is 28 years. The opportunities provided through the NCCCS extend to both credit and non-credit programming. In 2010-11, the 58 community colleges combined served 115,312 students through non-credit basic skills programs including English-as-a-Second Language and high school equivalency credentialing. The system awards an average 15,000 high school equivalency diplomas annually across the state, providing a second opportunity for college or workforce entry for many (NCCCS, n.d.).

Student enrollment across the 58 institutions ranges from a low of 1,789 students enrolled at Pamlico Community College to a high of 61,947 students at Wake Tech Community College. This data is based on the 2011-2012 reporting year for curriculum and

continuing education areas combined. The demographic profiles of each college vary depending upon the specific geographic region and the urban versus rural nature of the service area. An example of the demographic diversity can be seen in the enrollment at one college, Forsyth Technical Community College, where the White, Non-Hispanic student enrollment is at 56.5% followed by Black, Non-Hispanic student enrollment at 32.6%. The Hispanic enrollment is at 5.6%. The enrollment of White, Non-Hispanic students is consistent with national data of 54% enrollment for this population, but less than the 66% documented across North Carolina community colleges (AACC, 2012). The enrollment of Black, Non-Hispanic students is more than double the national enrollment of this population segment at 32.6% versus only 14% nationally (AACC, 2012; FTCC, n.d.). The average age of students at Forsythe Technical Community College (FTCC) mirrors the NCCCS average of 28 years (FTCC, n.d.; NCCCS, n.d.). A significant area of difference in comparison to national data is the percentage of students at FTCC who are also employed while attending college with only 52% employed at least part time in comparison to 80% across all community colleges in the United States. Many students are only able to attend school on a part time basis due to work and family responsibilities (AACC, 2012; FTCC, n.d.). Based on total student enrollment at FTCC of over 36,000 annually, the percentage of full time students is lower than that posted nationally at only 47% in comparison to 58% (FTCC, n.d.).

### **Programming**

The NCCCS provides planned educational programs, referred to as curriculums that last from a single semester to two years and lead to three types of credentials including

certificates, diplomas, and associates degrees in more than 200 curriculum programs. Virtual learning is an important element of the instructional delivery in North Carolina with over 300 curriculum and continuing education courses available online across the colleges (NCCCS, n.d.). Another important opportunity in North Carolina is the structure of well-developed programming that provides special training certifications that are industry and workforce specific to the various regions. These programs have been a significant element of the NCCCS for the past 50 years and support the creation of jobs for businesses and industry and serve as an asset for the state in the recruitment of new workforce opportunities. In North Carolina, there are more than 300 workforce credentials that are either state-regulated or industry recognized (NCCCS, n.d.). Another element of instruction available through the NCCCS is the Small Business Center Network, established as the most extensive program of its type nationally, serving small businesses at all 58 community colleges. In 2010-11, this network provided 3,683 seminars to over 50,000 attendees and counseling services to 6,817 persons. This activity generated 742 new businesses in North Carolina and created or retained 3,372 jobs (NCCCS, n.d.)

### **In Summary**

The opportunities provided to North Carolina residents through the NCCCS are extensive with significant levels of benefit to the communities, businesses, industries, and residents of the service areas of the 58 institutions. As open door institutions that are embedded in these service areas, the community colleges in North Carolina serve significant numbers of students seeking transfer education, training for the workforce, or continuing

education through a variety of programming options. It is important to note that an element of the stated NCCCS mission is to support the development of a workforce that is globally competent which supports the institutional initiatives and globally infused instructional processes of community college faculty across the state (NCCCS, n.d.)

### **Chapter Summary**

This chapter provided a literature review of the bodies of knowledge that inform this research. The narrative began with an exploration of the literature on reflective practice. Of specific focus was the literature on Brookfield's critically reflective lens model that will serve as the theoretical framework for the development of this study. The second body of literature explored was that of globalization from the perspective of higher education with a focus on the influence of the phenomenon on the community college and the challenges it presents in preparing students for a global workforce. The third area of literature provided an overview of the community college as a significant sector of higher education in the United States. This chapter concluded with an overview of the North Carolina Community College System, which serves as the setting for this study. It is the goal of this chapter to support a comprehensive understanding of what is known and understood in each of the content areas, as well as identify what is yet to be learned, or perhaps more deeply understood, in the development of this study.

### **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

The intention of this study was to explore the phenomenon of globalization and community college faculty in the global infusion of their teaching. This research focused specifically on faculty as they reflected on their teaching of curriculum courses and in incorporating global aspects in the instructional environment. This work represents an element of institutional globalization that provides a direct connection to student learning. A globally infused instructional experience for students at the local community college may include learning through discipline specific content that reflects the technical expertise and skills necessary for a global workforce, as well as learning that is supported through instructional delivery that promotes the development of thinking and communication skills essential to be an effective part of an interconnected world. As faculty move toward global teaching through development of both content and methodology, their perspectives and actions are shaped by their backgrounds and experiences as well as their direct interactions with students and colleagues in the institutional environment. Faculty are tasked with the responsibility of providing students with instruction that facilitates critical thinking and the development of deeper levels of understanding of diverse cultures, economies, and political structures. These critical elements in the work of faculty support the development of globally competent graduates who have the skills and knowledge to effectively live and work in a global society. It is important to gain an understanding of how community college faculty approach their responsibility in global teaching and their perceptions as to how the global teaching is supported and motivated by the varied aspects from both their personal and

professional lives (Brustein, 2009; Green, 2007; Raby, 2007; Spring, 2008; Zeszotarski, 2001).

This study utilized Brookfield's (1995) critically reflective lens model as a conceptual frame for understanding faculty members' experiences as they approach the global infusion of their work. A qualitative collective case study methodology was used in the development of this research. Elements of this chapter include: purpose and research question, conceptual framework, research design, research process, data analysis, and issues of rigor.

Additionally, I have described the structure utilized for the presentation of findings and an analysis of the timeline and resources used in this research. Using the methodology and structures discussed for development, I have provided important insights as to how community college faculty members approach their work in the preparation of globally competent students as a part of an institutional initiative.

### **Purpose and Research Question**

Globalization is influencing the way that community colleges serve students and in how these institutions work to provide the understandings and experiences necessary for students to be part of an interconnected world community and workforce. The purpose of this qualitative collective case study is to explore how community college faculty members approach globalization in relation to their work. The following research question served to guide the development of this study:

How do community college faculty members approach the global infusion of their work?

### **Brookfield's Lens Model: A Conceptual Framework**

Brookfield's (2002) model of critical reflection offers opportunities for faculty to reflect on how they approach making changes in their teaching to support institutional globalization through guided reflection from multiple perspectives.

To become critically reflective, we need to find some lenses that reflect back to us a stark and differently highlighted picture of who we are and what we do... Viewing what we do through these different lenses alerts us to distorted or incomplete aspects of our assumptions that need further investigation. (Brookfield, 1998, p. 197)

Each of Brookfield's four suggested complementary lenses focuses on a specific set of assumptions that shape professional practice. The first lens is autobiographical through which faculty members explore their memories and formative experiences as students and teachers in order to better understand the assumptions that provide the foundations for their practice. For community college faculty who may not have educational backgrounds in teaching or prior experience with globalization, the influence of these formative experiences and assumptions may be significant. The second lens is one that facilitates reflection of faculty perceptions of the classroom experience through the eyes of students. By understanding how students perceive the actions of faculty in the instructional setting, the faculty may become more responsive in their teaching and methodological choices. Given the diversity among community college populations and the varying levels of preparedness of students, reflection through this lens may be extremely important for faculty in determining instructional effectiveness. The challenge in using this reflective lens is in getting openly

critical feedback from what may often be a guarded teacher-student exchange. Building a relationship of trust is critical to gaining substantial insight from this lens (Brookfield, 1995; Brookfield, 1998; Brookfield, 2002).

The third lens involves reflection through colleagues' eyes. In Brookfield (2002), "By reviewing experiences dealing with the same crises and dilemmas they face, teachers can check, reframe, and broaden their own theories of practice" (p. 34). Through interactions with colleagues, faculty may bring a greater level of clarity to understandings of their practice and ultimately to their actions in the development of globally infused learning opportunities (Brookfield, 1995; Brookfield, 2002). This lens may be especially insightful for community college full time faculty members who may find themselves as leaders in efforts to provide globalized instruction for use beyond their own classrooms, by a large contingency of adjunct faculty often utilized by local institutions. The final reflective lens is that of theory (Brookfield, 1995). For community college faculty, this lens may include the various forms of literature or sources of learning that community college faculty use in their practice. Examples of these resources may include journals, texts, trade magazines, peer-to-peer exchanges, and industrial publications. Reflection through this lens may yield data as to where faculty members get their information that both guides and supports their practice. The autobiographical and theory lenses will cover the perceptions of how faculty members approach globalizing their work in an environment where they are to some degree "learning by doing", while the student and colleague lenses will cover perceptions of how interactions and experiences with these groups may impact that work.

## **Research Design**

This study on community college globalization was developed as a collective case study in the qualitative paradigm. In Denzin and Lincoln (2005), “Qualitative research is a situated activity that locates the observer in the world. It consists of a set of imperative, material practices that make the world visible” (p. 3). This discussion of research design includes the positionality of the researcher, qualitative inquiry, case study approach, and justification for the chosen research methodology.

### **Positionality**

As a researcher, it is important for me to be aware of how I am positioned within the research, how this positioning may have led to my research interest and focus, and how it will influence the various elements in the research design and completion. As a 32 year veteran of the North Carolina Community College System and having served in a broad range of capacities from student recruitment and retention to instructional dean, I am positioned as an insider in both the community college setting and as a part of the instructional area of college operations. This research is primarily embedded in instruction and will be conducted with participants who are faculty members from colleges other than my own. Thus, the participants are colleagues of my faculty at Johnston Community College, but do not report directly to me or work at my campus location. As maintained by Marshall and Rossman (2011), the challenge for researchers is in recognizing and minimizing any power relations that positioning may create during the data collection and interview processes. As the researcher, my position as an administrator and instructional

dean supported my professional insider role in gaining access to the community colleges chosen for this study; however, I strived to remain cognizant of this positioning throughout the research process. In addition to my insider positioning in the community college, I also have a personal interest in the phenomenon of globalization and the challenges it presents to higher education. I was afforded an opportunity to serve as a delegate to my community college's sister institution in Thailand for the purpose of building a deeper international understanding and for sharing teaching and learning practices. This experience sparked a growing interest in and passion for the infusion of global influences in instructional programs of the community college, specifically to support a continually evolving highly skilled technological workforce.

The possibility of bias in the development and analysis of a research study is an element of this research of which I am keenly aware. Although somewhat dated, these words of Johnson (1997) effectively express the role of bias as I see it in my research:

The problem with qualitative research is that the researchers find what they want to find, and then they write up their results. It is true that the problem of researcher bias is frequently an issue because qualitative research is open ended and less structured...Researcher bias tends to result from selective observation and selective recording of information, and also from allowing one's personal views and perspectives to affect how data are interpreted and how the research is conducted. (p. 283-284)

The choice of this research topic was specifically an outgrowth of my interest in community college globalization. As a positive element of bias, I used my insider position and my understandings of the community college and the work of faculty to develop effective structures for deeper levels of data collection and analysis that may not otherwise have been possible. Although, I entered this study with an understanding that there would be some level of bias given my experiences and interest in this research, it was my goal to approach this exploration, as much as possible, through fresh eyes and to leave myself open to discovering richer and more powerful understandings from the data.

### **Qualitative Inquiry**

This study utilized qualitative inquiry as the research methodology for an exploration of community college globalization and the role of faculty, specifically in the global infusion of their work with students. Literature provides numerous definitions of qualitative inquiry in terms that have changed with the historical understandings over the last century. Denzin and Lincoln (2005) offer a comprehensive definition:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible....They turn the world into a series of representations....This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (p. 3)

In qualitative inquiry, the researcher is the primary instrument of the study who then holistically interprets and understands that meaning (Creswell, 2007; Denzin & Lincoln, 2005; Merriam, 2002; Santasier & Plack, 2007; Stake, 2010).

Literature indicates that there are fundamental goals of qualitative research that support it as a methodological process. One important goal is to achieve depth in research, instead of breadth, by placing emphasis on a sample of individuals from a population, rather than the population as a whole (Ambert, Adler, Adler, & Detzner, 1995). A second goal is to seek discovery of something new or perhaps a modification of something in a field of study, rather than verification of something that is already known. A final goal is to focus on learning about people from the perspective of the personal meaning that they make of what they do. This personal meaning is in contrast to learning that would focus on what they believe or accept to be true as part of the larger group (Ambert et al., 1995; Creswell, 2007; Denzin & Lincoln, 2005). These goals represent those used in the development of this qualitative study and in the design of my own research. This study was about the exploration and understanding of the meaning that representative faculty members make from across the community colleges with regard to their practice. This congruence of the goals of qualitative research further supports the appropriateness of this methodological choice for my research.

**Perspectives of qualitative inquiry.** There are various assumptions and paradigms associated with qualitative inquiry that served to guide, shape, and structure this research, specifically the philosophical assumptions that researchers must address before starting research and the research paradigms that work to further define the stance that will be taken

as the research develops (Bloomberg & Volpe, 2008; Creswell, 2007; Creswell, Hanson, Plano, & Morales, 2007; Morrow, 2007). There are five primary assumptions that had some level of influence in shaping this qualitative inquiry. The assumptions include: (a) the ontological stance regarding the nature and reality of knowledge, (b) the epistemological assumption of how researchers “know what they know”, (c) the axiological assumption that addresses the values brought to the study by the researcher, (d) the rhetorical assumption that supports a more personal and literary writing structure, and the final assumption, (e) methodological, that supports the processes that are inherent in the study and in the presentation of findings (Bloomberg & Volpe, 2008; Creswell, 2007; Creswell et al., 2007; Morrow, 2007). It is the final methodological assumption that I found to be central in my thoughts as I worked to develop a study that effectively supports a well-structured qualitative collective case study design. In Creswell (2007), “The procedures of qualitative research, or its methodology, are characterized as inductive, emerging, and shaped by the researcher’s experience in collecting and analyzing the data” (p. 19). As an inexperienced researcher, Creswell’s words are reassuring in that the characteristics of my chosen methodology are open to adjustment and flexibility in the processes of data collection and analysis, if deemed necessary as the study unfolds and my initial design decisions need to be altered. In response to the possibility of modification as new developments occur, I maintained a research environment that was both responsive and flexible as appropriate to address emerging conditions as presented in the process.

In qualitative inquiry, research paradigms are considered to be a general set of beliefs that guide a researcher's actions within the study (Creswell, 2007; Creswell et al., 2007; Denzin & Lincoln, 2005). Among the numerous paradigms that are considered to be important to qualitative inquiry, one that is primary in the development of this study is that of constructivism. In this paradigm, finding knowledge is not the goal of the research, instead, it is more of an action of knowledge construction. In Merriam (2002), "Basically, qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world" (p. 13). From this paradigm, I acknowledge that there are many realities, that knowledge is co-constructed among all those involved in the study, and that my experiences and understandings shape interpretations in the research process. In Bloomberg and Volpe (2008), "The central assumption of this paradigm is that reality is socially constructed, that individuals develop subjective meanings of their own personal experience, and that this gives way to multiple meanings" (p. 9). As a constructivist researcher, it is assumed that I have values that shape the interpretation of data, therefore positioning me in the study.

### **Case Study Approach**

For this study, I chose an approach that is represented widely across literature - case study - which was developed through an exploratory purpose (Bloomberg & Volpe, 2008). This purpose was appropriate in that I studied the process by which community college faculty approach the global infusion of their work - an area of research that is very limited among community college globalization literature. In Marshall and Rossman (2011),

exploratory studies seek to investigate phenomena of which there is little known or understood in the discovery of new categories of meaning. This was a good fit in that it was my goal to understand the meaning that community college faculty members make of their teaching practice through critical reflection.

**Defining characteristics.** In choosing a research approach, case study is an appropriate fit, if the goal is to focus on a representative situation or phenomenon in its natural context. This aspect of case study research makes it especially effective for addressing problems found in everyday practice, as may be found in community college teaching and in the development of curriculum to address global content and instructional delivery as elements in support of institutional globalization. The case study, as a methodological approach, is defined by Creswell et al. (2007) as “a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple sources of information...and reports a case description and case-based themes.” (p. 245). This bounding characteristic is also one that my study embraced in that I studied multiple cases using select community colleges and their faculty, thus providing boundaries for the study based on both research sites and participants.

**Features of case study.** Merriam (2009) describes three specific features of the case study – particularistic, descriptive, and heuristic - that further define its use in qualitative research. The particularistic feature supports the development of a study that is very case specific or precise, and that is based on a particular condition, setting, or group creating a

research environment that is especially suitable for exploration of a problem or perplexing occurrence. In Merriam (2009), “Every study, every case, every situation is theoretically an example of something else. The general lies in the particular; that is, what we learn in a particular situation we can transfer or generalize to similar situations subsequently encountered” (p. 225). For this collective case study, I strived to develop meaning and understanding from faculty at multiple research sites for a sense of relative generalization as to how faculty members approach development of curriculum and instructional processes in their teaching. Although community colleges and faculty may vary across the cases, the primary objective of teaching and learning is constant, thus connecting the data collected and findings based on the primary focus these institutions share. The descriptive feature of the case study approach supports the generation of thick, rich descriptions that are such an important aspect of qualitative inquiry. This richness of descriptions supports the focus on the meaning that faculty make of their work. Their descriptive words have been essential in the development of this study and validate the role of faculty as being integral to the globalization of the community college. The richness is also linked to the heuristic feature of the case study in that it supports the presentation of data in a manner that generates a deep understanding of the phenomenon to the reader (Merriam, 2009).

**Defining elements.** There are different types of case studies that are widely used in the development of qualitative research from which a researcher may choose that vary depending on the intent, or perhaps the size of the study. This study was developed as a collective case study, a type that is especially appropriate for this study in that I identified a

single issue in my data collection that was studied over multiple sites to more completely illustrate what I hoped to learn (Creswell, 2007; Creswell et al., 2007; Stake, 1995). In Merriam (2009), “The individual cases share a common characteristic or condition. The cases in the collection are somehow categorically bound together” (p. 49). This research was developed to study faculty across multiple community colleges and was conducted in the natural setting of the local institutions and in the professional realm of the participants as consistent with the tenets of the qualitative approach. Although this research was set in the context of local colleges, my unit of analysis represents the individual faculty members given that the primary focus was on the individual participants and their personal and professional experiences associated with teaching.

### **Methodological Justification**

For the qualitative case study methodology to be an appropriate choice, there are many aspects to consider. Perhaps most importantly, it has to be an appropriate fit to address the purpose of the study and the research question being proposed. Bloomberg and Volpe (2008) consider this as “methodological congruence” (p. 7) and that a research problem should not be adapted to fit a particular approach, but rather it is the approach that should be assessed for fit. For this study, I sought to understand the meaning that faculty members make from their experiences in the global infusion of their teaching. It was not my intention to measure the elements against a population, but rather to build a deeper understanding of the specific bounded group of individuals as part of community college globalization. Bloomberg and Volpe (2008) contend, “Qualitative research is suited to promoting a deep

understanding of a social setting or activity as viewed from the perspective of the research participants. This approach implies an emphasis on exploration, discovery, and description” (p. 7-8). The qualitative methodology supported the purpose for this study in that the focus was on the exploration of faculty and their understandings as related to their practice in the context of the community college. In the development of qualitative research, it is also important to choose a research approach that is appropriate for what is to be learned. Yin (2006) suggests there are conditions that need to be considered in making such a methodological decision. For the case study, the conditions that are most appropriate are research questions of the “how” and “why” variety, a research situation in which there is no requirement to control events, and a focus on contemporary events. These conditions were effectively met in the choice of the case study as the methodology for this study.

### **Research Process**

In Creswell (2007), “Case study research involves the study of an issue explored through one or more cases within a bounded system (i.e., a setting, a context)” (p. 73). This collective case study was conducted in the context of local community colleges. The understandings of faculty as to how they approach the global infusion of their work were explored in the environment of community college globalization. The research process is discussed in terms of context, data collection, and data handling.

### **Context**

The context for this qualitative collective case study was the local community college. A community college is embedded in the community of which it serves and operates

based on an articulated mission and set of institutional goals that are specific to the college, its commitment to higher education, and the perceived economic and community needs of the service area. In response to the forces of globalization, each community college addresses the associated challenges and opportunities in a manner that is appropriate to the institution's circumstances. For this study, faculty serving as study participants from each institution were functioning in institutional and instructional environments that are shaped by the community college's reaction to and commitment in addressing these forces. It is important to note that as part of a community college system that is bound by geographic, economic, societal, and workforce domains, these colleges share a distinctive culture that ultimately impacts how faculty view globalization in the instructional environment.

**Site selection.** The sampling for this collective case study began with the selection of community college sites to be used for data collection that was achieved through purposeful sampling from a pool of institutions that were identified as having demonstrated an interest in institutional globalization. The initial element in determining this purposeful approach was in reviewing active memberships of community colleges in three select internationally focused organizations (reference pgs. 52-54). Two of the organizations are specifically focused on the perpetuation and support of global initiatives and have established frameworks for the development of global education. The first one is Community Colleges for International Development that provides institutions with a *Framework for Comprehensive Internationalization* taking them through a five stage process from initial planning to full integration of strategies. The second organization is World View of the

University of North Carolina at Chapel Hill that, in addition to professional development and travel opportunities, supports the development of very specific, structured institutional level action plans for globalization. The third organization of which membership was required is the American Association of Community Colleges. Although this organization provides more broad-based support for the community college, one of the strategic areas of focus is global and intercultural education. The goals of this strategic area include assisting colleges in promoting global awareness and understandings, and the promotion and recognition of the community college's role in global education among key constituencies (AACC, n.d.). Maintaining membership in these three organizations was interpreted, for the purposes of this study, as a conscious and ongoing commitment to the goals or areas of emphasis purported by each – primarily that of community college globalization. These organizations serve as partners of the community colleges and provide support mechanisms that would not be available otherwise for global programming. The limiting of colleges with memberships to these three specific organizations also limited the community colleges to those located in North Carolina due to World View membership being a state-based opportunity.

Through a comparison of current membership lists, community colleges with memberships in all three organizations were considered in the initial selection of possible research sites. A review of the memberships of these organizations indicated that nine community colleges met the purposeful selection criteria in this study design and include:

- Asheville Buncombe Community College
- Central Piedmont Community College

- Craven Community College
- Davidson County Community College
- Guilford Technical Community College
- Forsyth Community College
- James Sprunt Community College
- Pitt Community College
- Stanly Community College

The next step in the selection of research sites from among those identified was based on a review of three primary components that I felt to be important in providing an appropriate level of diversity in the data: (1) geographic location, (2) institutional size using annual FTE as a measure, and (3) accessibility to the institution for data collection. It was my goal to access colleges and their faculty representing diverse geographic regions, with colleges from both urban and rural settings, as well as those that are diverse in size as much as possible based on accessibility. The ranking of colleges by FTE was considered to be the measure of size given that enrollment and FTE are relatively associated. I utilized professional contacts to gain access through chief institutional leaders of whom I have been associated with in previous global programs and initiatives. This North Carolina limitation was also important due to my proximity to the area and ease of access to participants. Based on my ability to recruit a sufficient number of participants at each of the institutions, a total of three community colleges were accessed for data collection.

**Participant selection.** The data collection process began with contacting the president of each community college in order to gain access to the institution, to arrange access to institutional documents for onsite review, and to develop a structure for the identification of prospective faculty for interviewing. Initial contact with community colleges presidents was made via phone and/or email to first determine interest in participation and then followed by additional phone conversations as needed. Once interest was determined as to being a part of the study, additional contact was conducted via email to establish a timeline for data collection, document access, and the initial identification of participants.

Selection of faculty participants was based on recommendations made by the presidents, faculty leaders, other participants in the study, and self-identification through a process of modified snowballing using the following criteria: (a) have already globally infused their teaching at some level, (b) serve as full time faculty, (c) teach in non-discipline specific credit bearing curriculum programs, and (d) have taught for a minimum of five years in the community college setting that may include both current and previous positions. Additional processes of snowballing or chain sampling were employed as needed in the identification of participants so as to access sufficient numbers at each community college site and to provide geographic diversity in data collection as previously discussed (Bloomberg & Volpe, 2008). The participant sample size for this study was to be between 10 and 15 faculty members from across all the community college locations. Based on the numbers of participants accessed at each of the institutions, a total of 15 participants were

interviewed in the data collection. In Marshall and Rossman (2011), “The proposal describes the plan, as conceived before the research begins, that will guide sample selection, the researcher being always mindful of the need to retain flexibility” (p. 104). The number of participants from each site varied and was based on the availability of faculty needed to achieve the proposed sample size for the collection of sufficient data to maintain the credibility of the study. Efforts were made in the participant selection process to achieve diversity in geographic characteristics, institutional size, and teaching discipline to a degree that was possible based on the applicant pool.

### **Data Collection**

In Yin (2009), “A major strength of case study data collection is the opportunity to use many different sources of evidence” (p. 114-115). For this study, I collected data from two sources - participant interviews of community college faculty and the review of institutional documents including both primary and secondary categories. To give structure to my data collection, I have provided descriptions of my participant contact, interviewing, interview protocol, initial interviews, follow-up interviews, transcriptions strategies, and document review.

**Contact with participants.** Initial contact with prospective participants was conducted via telephone or email (Appendix A) to determine interest in being part of the study. As part of this contact, participants were asked to identify other faculty who met the stated criteria from within the institution. Follow-up confirmation (Appendix B) was sent by email to confirm the person’s decision to participate along with the date, time, and location

of the interview. A copy of the informed consent form (Appendix C) was included in this communication for initial review. At the interview, an official copy of the informed consent was presented to the participant for final review and to have any questions addressed before signing, with the participant retaining a copy for future reference. Additionally, as part of the pre interview process, study participants were asked to briefly provide personal and professional background information in order to collect data for the development of participant profiles (Appendix D).

**Interviewing.** In Yin (2009), “One of the most important sources of case study information is the interview” (p. 106). For the development of the study, I anticipated that I would conduct interviews with from four to six participants at each community college. Based on those recommended by the institutions and those self-identified, I conducted four, five, and six interviews for a total of fifteen across three institutions. The interview process consisted of two phases. The first phase was initial face-to-face participant interviews that were guided by the use of the interview protocol. The second phase of data collection with participants was in the form of a written participant response to a printed summary of initial interpretations of the collective data that was distributed to participants for review. This phase provided an opportunity for deep member checking to elicit additional data from participants adding a written focus group element to the data collection.

**Interview protocol.** The interview protocol (Appendix E) provided general questions for the open-ended and semi-structured nature of the interaction to open the conversation, allowing for flexibility, while still maintaining a clear overall direction that

effectively linked to the research question, the conceptual framework and the exploratory nature of the case study approach. If needed to put participants in a reflective mode at the onset of the interviews, I used a brief reflective activity adapted from Brookfield's (1995) teaching logs. To begin the process, I asked the participants to consider their teaching in the community college. Using the following prompts adapted from Brookfield (1995), I elicited responses to the following:

- The moment(s) when you felt most connected or affirmed as a teacher
- A situation that caused you the greatest distress or anxiety and that kept playing on your mind long after it had happened
- Something you would do differently at a particular point in your teaching, if given a chance to go back
- Your proudest moment as a teacher

This activity was only conducted as needed with participants to help them consider their teaching using reflection as a tool and to help make the participants more comfortable with the process. Most of the participants were readily able to use reflection and easily articulated their stories without preparation for the process. Following any needed reflective prompting, the interview protocol was then used to guide more in-depth questioning that focused on how faculty members approach the process of globalizing their work. The questions in the protocol (see Appendix E) are directly tied to Brookfield's four lens model that serves as the conceptual framework for this study and as the framework for the development of data collection and analysis processes. Each of the four lenses provided a specific perspective

from which the topical questions were focused in the interview. The questions in the interview protocol were aligned to generate data for each of the predetermined coding schemes developed from the lenses. The conceptual framework chart and codes that influenced the questions in the interview protocol are found in Appendix F.

**Initial interviews.** The first phase of interviewing consisted of the primary participant interviews that were both in-depth and semi-structured. Yin (2009) describes this type of interviewing as “guided conversations, rather than structured queries” (p. 106). In-depth interviewing was important to this study in that my primary strategy for data collection was to capture not just the words, but the deep understandings of my participants as they made meaning of their experiences in teaching. Marshall and Rossman (2011) refer to this as a “focus on the individual lived experience” (p. 93), which was the case with my study given that the unit of analysis is the individual. Although I planned for the interviews to be open and conversational, I strived to conduct what is described by Patton (2002) as guided interviews based on pre prescribed topics. As previously discussed, to provide this element of structure to the interviews, the questions provided in the interview protocol were specifically mapped to the primary elements of the conceptual framework.

I conducted interviews in the professional setting of the selected community colleges in space that was arranged by the administration at each institution and that was comfortable and convenient for the participants. Interviews were recorded using a primary digital device and a secondary micro cassette recorder as a back-up. Interview sessions were scheduled to last about two hours, including the initial review of the interview procedure and signing of

documents. The interviews ranged from about one and a half to two hours each in length. Each participant was asked for permission to record the interview session, prior to the beginning of the interview. Although note taking was kept at a minimum during the interview, I did utilize extensive journaling immediately following each interview to document my thoughts while the experience was still fresh.

**Follow up participant contact.** For a second phase of data collection with participants, I conducted second level dialogue in the form of written responses to a printed summary of initial interpretations of collective data that were distributed to participants for review. Following first level coding and based on the pre prescribed framework coding structure, a one page document was developed that provided a summary of the primary collective themes from the data. Each participant received a copy of the printed summary, accompanied by a request to provide brief written responses to a prompt designed to capture initial thoughts, additional realizations, or general observations based on the collective data. This second opportunity to collect data was important for participants in that it allowed them to provide additional insights in their work that may not have been previously considered or may not have come forth from the interview due to inexperience with the reflective process. This secondary process also affirmed some of the understandings initially conveyed by the participants that were shared among the collective, prompting the development of deeper personal meaning and richness to the data. Participants were informed about this follow up form of data collection as part of the initial information they received about the study emphasizing the importance of getting their perspectives on the collective themes to

encourage participation and to support a higher rate of response. From among the 15 participants, seven provided responses during this follow up contact.

**Transcription strategies.** Interview recordings were transcribed as soon after each interview as possible using a combination of processes. Transcription using Dragon speech recognition software was used as well as the more traditional transcription method of typing directly from voice recordings. In using the Dragon software, I listened to the recorded interview through a headset and repeated the recorded text as heard into the Dragon system using a process of voice writing. This technique allowed me to give transcription formatting commands to structure the interview documents as part of the process. The Dragon software was used for the transcription of nine of the interviews with the traditional transcription method used for the remaining six. As an additional review process, I compared transcribed interviews to the original participant recordings to verify accuracy and to allow for the addition of my observations, inflections, hesitations, and other notes that could be important in the analysis activities. To support a process of member checking, each participant received a copy of the transcribed interview for review to make sure that the data accurately reflected the perceptions and understandings of the participant. Based on this review, clarifications were requested by three participants and added to the transcribed document as additional notes that corresponded to the segments identified.

**Document review.** In addition to participant interviews, a second data collection source was the review of documents. There were two categories of documents utilized. The primary documents were those directly related to the faculty and included course syllabi and

other documents that participants shared to support the global infusion of their teaching. Those served to guide the interview and provided for a deeper understanding of how global elements had been incorporated in their coursework. Participants were asked to bring copies of these documents to the interviews. The secondary documents reviewed were those at the institutional level. The purpose of reviewing these documents was to determine indications of institutional emphasis on globalization and in the instructional environment. The institutional documents were also utilized in guiding the development of participant interviews and in the development of institutional profiles. Secondary documents reviewed include organizational charts, mission statements, strategic planning forms, and college demographics. A chart was utilized to arrange documents from the review process and to structure this form of data collection.

### **Data Handling**

Efforts to protect the confidentiality of participants and security of research data were maintained throughout the data collection process. All data collected was kept safe in a locked cabinet in my home. This included digitally recorded interviews, interview transcripts, faculty documents, researcher journal, institutional documents, and data storage devices including three USB drives and an external hard drive. Creswell (2007) suggests the use of a data collection matrix to provide a visual means of identifying and locating any information that may have been collected. This form of information organizer was used for this study with a hard copy and an electronic copy stored with the data in the locked cabinet. All documents relating to the participants were organized using assigned pseudonyms to

protect the identity of study participants. Pseudonyms were assigned after all participant interviews were completed to make sure that assigned names did not duplicate those of actual participants who came later in the interview schedule. Two transcriptionists were utilized in addition to my own work for some of the interviews and both signed confidentiality statements to further insure the protection of the study participants. I maintained a research journal throughout the process to document thoughts, rationale for making specific choices, concerns, reflections, questions, and anything else that was important to reference during the data analysis process or in the event that I needed to answer questions regarding the development of the study for possible replication.

### **Data Analysis**

Marshall and Rossman (2011) suggest, “Researchers should think of data as something to cuddle up with, embrace, and to get to know better. Reading, rereading, and reading through the data once more for the researcher to become intimate with the material” (p. 210). In this presentation outlining data analysis, discussions are provided to give clarification of coding strategies, framework coding, and the use of memo writing.

### **Coding Strategies**

To support the process of data analysis, I became fully immersed in the data beginning with a lengthy transcription process. As previously discussed, I used a combination of Dragon speech recognition voice writing and traditional transcription to document interview recordings. These processes, by design, provided me with multiple opportunities to listen to the interviews followed by multiple reading and listening sessions to

assure accuracy. This was an extremely cumbersome, repetitive task, but it provided me with a significant level of immersion that was important to me as a new researcher in supporting the accuracy of my data. This study utilized a computer-assisted qualitative data analysis software tool in the analysis of data collected. In Yin (2009), “Essentially, the tools can help you code and categorize large amounts of narrative text as might have been collected from open-ended interviews” (p. 128). Although the coding structures are those of my own design, computer assisted software was a tremendous benefit to this study in helping me organize data around the elements of the conceptual framework. The specific coding software utilized was NVivo and it is acknowledged that due to my limited level of experience it required extensive interaction to prepare me to use it effectively in the analysis process.

### **Framework Coding**

The first level coding was conducted using the study’s conceptual framework. In Saldaña (2009), “Some methodologist advise that your choice of coding method(s) and even a provisional list of codes should be determined beforehand to harmonize with your study’s conceptual framework...to enable an analysis that directly answers your research questions and goals” (p. 49). The use of Brookfield’s four critically reflective lenses as the conceptual framework and basis for the development of coding was especially important for me as a beginning researcher in that it connected the framework, data collection, and data analysis, thus effectively linking the primary elements of the study. A chart outlining the four lenses and associated concepts for each was used in the development of interview questions for the

data collection process and in the development of coding for data analysis (Appendix F). Initial coding of the data was conducted by making first level lists of possible codes using both framework and open coding schemes. Through a comparison of these initial sets of codes, it was determined that the open codes corresponded with the themes and subthemes of the framework; therefore, all codes were structured using the four lens coding scheme. In Saldana (2009), “Initial coding is breaking down qualitative data into discrete parts, closely examining them, and comparing them for similarities and differences” (p. 81). Even with a pre-established coding scheme for first level coding, there continued to be opportunities for my bias as a researcher to influence the analysis process, therefore, an ongoing process of peer review was utilized to make sure that the data was accurately portrayed in the codes developed.

As previously discussed, follow up data collection with participants was conducted through written responses to a collective summary of themes identified across the interviews. This summary document was developed following first level coding and outlined the themes and initial thoughts as to possible findings. It was sent to participants to elicit additional responses to specific prompts regarding the collective data (Appendix K). Participants submitted these written responses which were also coded using the conceptual framework structure for second level data collection. While these responses did not provide any significant level of additional data from the study, the responses did serve to confirm the themes that were generated from analysis as well as the initial findings that were revealed to support triangulation of the data.

In Saldaña (2011), “Coding is thus a method that enables you to organize and group similarly coded data into categories or ‘families’ because they share some characteristic – the beginning of a pattern” (p. 8). From the coding processes, themes and sub-themes were developed based on the data. The coding process was often recursive and I found that I had to continually work to restructure and further define my coding schedule during the analysis process in the generation of codes that were most representative of my data. For me, this process effectively illustrated a key characteristic of qualitative inquiry – the need for flexibility in design and planning.

### **Memo Writing**

In Marshall and Rossman (2006), “Coding data is the formal representation of analytic thinking. The tough intellectual work of analysis is generating categories and themes” (p. 160). Prior to coding, the development of emergent themes began with the transcription of the interviews. In the literature on data analysis, I was especially interested in the discussions of memos as being described as a way to ‘dump your brain’ in a reflective process. Saldaña (2009) maintains that the purpose of writing memos is to “document and reflect on: your coding process and code choices; how the process of inquiry is taking shape; and the emergent patterns, categories, subcategories, themes, and concepts in your data – all possibly leading toward theory” (p. 32). This form of written reflection was important to me as a new researcher and I found it to be especially beneficial as I mentally processed my thoughts about situations, interactions, or questions and the meanings that I took away from elements of my data analysis. This form of note writing allowed me to reflect on my

understandings in a deeper way that was both confirming and challenging at times. Saldaña (2009) maintains that we should think of memo writing in terms of it being “a prompt or trigger for written reflection on the deeper and more complex meanings it evokes” (p. 32). The process of memo writing allowed me to express what I observed as I placed myself “in the moment” of the research process. The use of memos, specifically in reflecting on my coding choices has been particularly helpful given my inexperience as a researcher. Saldaña (2009) notes that the use of memos to document thoughts during the coding process may allow for the discovery of new and even more appropriate codes for the data.

### **Issues of Rigor**

In Marshall and Rossman (2011), “When developing a proposal for qualitative research, the writer needs to address certain key issues and considerations to demonstrate that the study, as designed, is well thought out..., and is likely to be implemented with an ethical mindset” (p. 39). A researcher’s connection to a study and to its participants may generate emotionally charged experiences requiring the demonstration of continuing awareness and monitoring of personal interactions, engagement in the setting, and adherence to structures of rigor throughout the research process. This discussion of rigor includes elements of trustworthiness, triangulation, and ethical considerations that were used to guide this study. The discussion concludes with a focus on what I perceived to be its limitations and strengths.

### **Trustworthiness**

There is a common theme among qualitative and case study literature regarding the importance of the research design in that it provides the structure within the study to evaluate

elements of quality in the research (Creswell, 2007; Marshall & Rossman, 2011; Merriam, 2009; Silverman, 2001; Yin, 2009). A sound structure from which to evaluate quality can only be developed once a clearly defined purpose has been stated that supports what is to be achieved by the research. In Marshall and Rossman (2006), “All research must respond to canons of quality – criteria against which the trustworthiness of the project can be evaluated” (p. 200). I have incorporated in the research design ways to express trustworthiness by using qualitative elements that are considered to be comparable to traditional quantitative approaches.

Traditional measures of quality, long associated with the quantitative research paradigm - internal validity, external validity, reliability, and objectivity - are now being challenged as to the appropriateness for qualitative inquiry (Creswell, 2007; Marshall & Rossman, 2011; Merriam, 2009). I have chosen to use what Lincoln and Guba (1985) offer as alternative constructs that more accurately reflect the tenets of trustworthiness in qualitative inquiry and are reflective of this study. The first construct is credibility that is dependent upon how believable the study is in a particular setting or among a specific population achieved within stated study parameters designed to bound or limit the process (Lincoln & Guba, 1985). The parameters for this study are specific and link the research to a particular segment of higher education – the community college and its faculty. A second construct is dependability, requiring the researcher to take into account “changing conditions in the phenomenon chosen for study and changes in the design created by an increasingly refined understanding of the setting” (Marshall & Rossman, 2006, p. 203). As I became

more deeply immersed in my study, I was better prepared to react to necessary modifications in the research design. By acknowledging that changing conditions and circumstances may be presented at any time, I maintained a level of flexibility in my research so as to be prepared for the unanticipated. I believe that having researched the many choices through the methods literature that were available for the development of my study, I developed an understanding and working knowledge of those options beyond those chosen. This background knowledge may have been important in the event that I was faced with making alternative design choices. The final quality construct to support trustworthiness is confirmability. This construct works to assure that the interpretations of data are logical, thus creating inquiry that could conceivably be confirmed by others. To support this construct and to examine my interpretations of the data, I utilized members of my peer group as critical reviewers to test my logic and to determine if what I was seeing in the data made sense to others in the same way. Lincoln and Guba (1985) suggest that an increased level of research confirmability strengthens the findings of the study.

### **Triangulation**

Marshall and Rossman (2011) maintain, “Data from different sources can be used to corroborate, elaborate, and illuminate the research in question” (p. 253). As previously discussed in the data collection discussion, this study utilized multiple data sources – a characteristic that is inherent to the case study approach. The use of multiple sources allowed for the triangulation of data – a process in which multiple sources of evidence are used to support the findings, thus contributing to the trustworthiness of the research. To

support my findings, there were three primary types of data used in triangulation. The first source was the data from the initial interviews of participants representing faculty from multiple community colleges in North Carolina. A second source was data collected from secondary interviewing. In a process of deep member checking, participants provided written responses based on their reactions to a summary of the initial interpretations of the collective data from across all interviews. A third data source to support triangulation came from the review of documents including both curricular documents obtained from the participants and institutional documents from each of the community colleges. By using these three forms of data collection for analysis, I was able to use cross confirmation to corroborate my findings thus strengthening the quality of the study.

### **Ethical Considerations**

Marshall and Rossman (2011) argue that the development of ethical research is fundamental to the trustworthiness of a study. Two primary principles that guided my actions in the research include the respect that I strived to show to each of the participants and my unwavering adherence to the moral imperative to “do no harm” in the process. Every means was taken to protect research participants. In Marshall and Rossman (2006), “Institutional Review Boards or Internal Review Boards (IRBs) in universities and agencies receiving federal funds must review all research proposals to ensure that the research will proceed with appropriate protections against risk to humans...” (p. 88). To comply with research guidelines at North Carolina State University, an Institutional Review Board for the Use of Human Subjects in Research Submission for New Studies application was submitted

and approved, accompanied by an Informed Consent form (Appendix C), the Interview Protocol (Appendix E), and form letters (Appendices A & B) that were used in participant correspondence. I was also required to complete a local International Review Board application process at one of the community college sites used in the data collection.

### **Limitations of this Study**

In Marshall and Rossman (2011), “All proposed research projects have limitations; none is perfectly designed” (p. 76). Perhaps one of the most significant limitations associated with this qualitative collective case study that must be acknowledged is that of generalizability, which may be perceived as a limitation, if viewing the findings of this study from a more traditional and statistical stance. Marshall and Rossman (2011) argue, “Generalizing qualitative findings to other populations, settings, and treatment arrangements – that is, its external validity – is seen by traditional canons as a weakness in the approach” (p. 252). For the purposes of this case study, generalizability was not intended to be viewed from the perspective of a population, but rather from that of a specific phenomenon with the intention of generating deep meaning that may not otherwise have been understood.

There were two possible limitations that relate to the community college setting and participant selection of this study. The first perceived limitation was in the timing of the data collection and how that may have limited the participant pool, a situation that was directly attributed to the timeline set for this research. For a study of community college faculty, access is a key element in arranging for data collection. The data collection phase of the research came during the summer months when the majority of faculty members are not in

session and at a time when faculty members may have been reluctant to commit to the time requirements needed of participants. This timing issue made activities of contact, commitment, and scheduling more of a challenge. I minimized any limitation associated with the participant pool by researching at multiple community college sites so as to be able to access the needed number of participants from among those available. A second possible limitation was in the selection criteria for community college research sites to be limited to those located only in North Carolina based on the requirement of World View membership. A pool of community colleges representing those with the highest levels of commitment and leadership in institutional globalization from across all community colleges in the United States may have yielded richer data as to how faculty approach the global infusion of their work.

An additional perceived limitation was related to community college faculty who may not be experienced in or familiar with the use of critical reflection in their teaching practice. This study relied heavily on the capacity of faculty members to critically reflect from multiple perspectives on the global infusion of their work using Brookfield's reflective lenses to guide the data collection process. This reflective process may have been a challenge for faculty as they sought to make meaning of their experiences and understandings, as well as a personal challenge for me as I guided the participants through in-depth reflective thought.

### **Strengths of this Study**

While there are acknowledged limitations to this study, there are also strengths inherent to the design and to my professional experience as an adult educator in the

community college. Although restricting the selection of community colleges to those in North Carolina may be seen as a limitation in the richness of data that could have been collected from among colleges across the nation, the focus on colleges from a single state yielded important data for the system of which these colleges are a part and of which I am employed. Localized data as to the global infusion work of faculty may specifically benefit community colleges that are bound from the perspectives of geography, budgetary constraints, economic and workforce challenges, as is the case with institutions in the North Carolina system.

An additional strength of this study is in the depth of experience that I hold as the researcher as a long time veteran of the North Carolina Community College System. In the past three decades, I have established a significant network of colleagues across the state, including those who have been fellow students from NC State University graduate programs, and those I have served with as active members in the state system on state and regional committees and initiatives. It is important to note that many of my university colleagues now hold key administrative roles across the state, which supported opportunities for institutional access and in the identification of participants in the development of this research. Through these relationships, this insider status provided me with easier access to a larger and perhaps stronger pool of potential research participants.

A final strength is that this study utilized the membership of three primary community college organizations, an element of the criteria set for site selection which connects my research to organizations that may support future opportunities for publication.

Although this may not necessarily be a strength of the study itself, it may instead be more of a strength for me as the researcher in the possibility of connecting the research to the organizations and their affiliates. Future publication is a personal goal.

### **Presentation of Findings**

While there is no standard format for reporting case study findings, there are multiple variations represented in literature. The perspectives and experiences of the participants are presented in their own words as a meaningful way to give voice and assure that the report remains an accurate reflection of the findings. Both narratives and graphic representations are utilized for the organization of data and presentation of findings. Various tables were developed as appropriate to provide for a clear, visual understanding of the key elements.

### **Timeline and Resources**

In Marshall and Rossman (2006), “The resources most critical to the successful completion of the study are time, personnel, and financial support” (p. 177). To effectively plan the work of this research, a timeline table was maintained that outlined specific steps in the dissertation process with time allocations that guided personal planning. Due to the nature of qualitative research and the inherent flexibility in design, the full extent of resource needs evolved as the study was conducted. To provide a prudent level of pre planning, a table of resources was utilized to structure personal budgeting and allocation of available in-kind resources.

### **Chapter Summary**

The purpose of this chapter was to provide a detailed plan of the methodology and the steps that were taken in the development of this study of community college globalization and in how faculty approach the global infusion of their work at the local institutional level. To provide a foundation for understanding, discussions were developed regarding the purpose and research question, conceptual framework, research design, research process, and data analysis. Each of these areas was presented in specific detail as to the processes and procedures that were followed. Also included was a discussion of issues of rigor that included concepts of trustworthiness, triangulation, and ethical considerations, followed by the perceived limitations and strengths of the study. This chapter concluded with a discussion as to how findings are to be presented and an outline of the timeline and resources used to support this study. This chapter served to build upon the foundation of understanding established in the literature review of Chapter 2. The three primary bodies of knowledge that informed this study are reflective practice, globalization in higher education, and the community college. An overview was also provided on the setting of this study, the North Carolina Community College System. It is through this combination of understanding gained from literature and the detailed articulation of research design and processes that I am confident that this study is relevant, rigorous, and insightful in supporting a deeper understanding of community college globalization and in how faculty members approach their globally inspired teaching.

## **CHAPTER 4: PROFILES AND PRESENTATION OF DATA**

Globalization is influencing the way that community colleges serve students in providing the understandings and experiences necessary to be an integral part of a workforce in an interconnected world. For a community college to provide these important global understandings, faculty become central to the process in the global infusion of their work. The purpose of this qualitative collective case study is to explore how community college faculty members approach globalization in relation to their work. The research question that guided the development of this study is:

How do community college faculty members approach the global infusion of their work?

Understanding the work of faculty in the global infusion of their teaching is important in that it will contribute to the knowledge regarding community college globalization and how it relates to instructional processes.

This chapter is presented in two parts. The first part will provide profiles of the three community colleges used as data collection sites and the fifteen participants who have actively pursued the global infusion of their work. The second part will provide a detailed presentation of the data structured around four general themes that emerged through analysis using the study's conceptual framework as a guide. Participant quotes were incorporated in the presentation of findings to support and provide illustration of themes.

## **Profiles**

The data collected for this study represents the stories of community college faculty from across three institutions that are part of the North Carolina Community College System. Data was collected by using reflective practice as a means for faculty to consider their experiences and understandings of their work in serving students with globally infused instruction. In this section, profiles will be presented providing an overview of the three community colleges that served as research sites, followed by individual profiles of the 15 faculty who were interviewed in the collection of data.

### **Community College Profiles**

The participants in this study are faculty members currently employed by three community colleges in the North Carolina Community College System of which there are 58 colleges. Colleges were selected based on their membership in three specific community college organizations that have a distinct focus on globalization and international education. The three organizations are World View, an affiliate of the University of North Carolina at Chapel Hill; Community Colleges for International Development, and the American Association of Community Colleges. The three colleges selected for this study represent different institutional sizes and different geographic regions as outlined in Appendix I. The populations served are somewhat unique to each location. The community colleges and the faculty have been provided with pseudonyms to support the safeguarding of both college and participant identities. The profiles are drawn from data that includes document review and participant interviews.

**Southern Community College.** The first college used for data collection was a small college located in an agri-business segment of the state, *Southern Community College*. This college is situated in a rural county with a population of just over 60,000 and an unemployment rate of about 7.2% (U.S. Census Bureau, 2012). Three of the largest employers in the county are manufacturing companies that process food products. This college has an active globalization initiative and supports faculty in attending a variety of professional development opportunities including extensive international travel. It is interesting to note that for a rural community college, it serves a community in which there are businesses with significant international connections, most specifically a food production organization that has recently been acquired by China creating an even greater need for the development of an international perspective from among its graduates entering the local workforce.

*Southern Community College* has curriculum enrollment of just under 2,000 students with 73% pursuing degrees at the associate level (North Carolina Community College System, 2013). The college's global initiative supports a variety of activities including an International Education Week that features a series of video presentations that are offered to the campus as assignments in select classes across the curriculum. The videos represent the work of faculty as they participated in international travel opportunities through the college's affiliate organizations. *Southern Community College* provides activities that connect students as well as the community to globalization through presentations that focus on specific areas of the world, cultural enrichment through performing arts, and building global

understanding as it relates to the local education. The global infusion of curriculum is a primary element in the development of a freshman experience course that serves as the central element of the college's Quality Enhancement Plan for SACS reaffirmation. While the college's mission and goals do not specifically articulate global education as a focus, one of the college's five core competencies expected of its graduates references gaining skills necessary to function in a field of practice in the world at large.

Global activities at the college are generated through a global task force that has representation from across the institution. The driving force for a globally infused educational experience in this organization begins with top administration, the President, who has been actively involved in World View even longer than he has been at this institution. The President is also a graduate of World View's Global Education Leaders Program. There are also key faculty who seem to drive the movement to globalize the curriculum and other activities that support the development of international understandings among the students, faculty, staff, and community. There has been one key organizer who has significant depth in the development of the global initiative at *Southern Community College* who has just left for a new position with another community college in the state. This faculty member expressed that he believed his recruitment by the other college was tied to his experience with global initiatives and that perhaps his expertise could serve to build a similar initiative in his new capacity at the significantly larger college.

**Eastern Community College.** The second college used for data collection was *Eastern Community College*. This mid-sized college serves a more suburban population

located not too distant from coastal communities. This college serves a community that is rich in North Carolina history and serves a substantial military population from the region. The county population is about 105,000 with an unemployment rate of 6.6% (U.S. Census Bureau, 2012). Manufacturing and development in the county are supported through an economic development commission that also supports a local business incubator providing manufacturing and office space to new businesses. Additionally, this self-professed cosmopolitan community college serves a population of Southeast Asian refugees who have become entrenched in the college's service area. This college has an extensive globalization initiative in progress as well as a significant study abroad program that is supported through pre and post travel activities that provide for a more comprehensive travel abroad experience. Upon return, students and faculty share their experiences with the college community and others in the service area through a variety of college-sponsored activities. There is a formal global task force with the purpose of cultivating an environment that supports the establishment of global competencies among students and faculty. The level to which this cultivation is achieved is included in the college's General Education Learning Outcomes, a collective list of competencies that includes the understanding of global concepts.

*Eastern Community College* has a curriculum enrollment of about 4,500 students with 86% of this student population enrolled in associate's degree programs (NCCCS, 2013). A global initiative to support this student body is present across the institution and is significantly supported by the College's President who has an extensive background in international education leadership. This international background includes work at previous

institutions, service in national organizations that support global education, and conference presentations. The senior leadership of the college supports a college mission that specifically addresses its commitment to providing learning opportunities for the development of global understandings among students. In addition to the local focus, the first of the college's core values supports the celebration of diversity in a global community. Global education is included in the college's strategic planning and is an element in the 2015 campaign that focuses on developing students who can contribute to and compete in a global community. *Eastern Community College* demonstrates a significant commitment to global education in every facet of the organization with an established array of institutional structures, programs, activities, and projects that provide the foundation for a comprehensive approach that appears to contribute to its sustainability and effectiveness.

**Central Community College.** The third community college is one of the largest institutions in the North Carolina Community College System, *Central Community College*, and is situated just outside of a large city serving a more urban population in the central region of the state. The service area includes one of the largest cities in the state and numerous higher education institutions located in and around the city. The county in which the institution is located has a population of about a half million persons and an unemployment rate of 6.9% based on U.S. Census data (U.S. Census Bureau, 2012). The manufacturing base for the county has diversified significantly over the past 50 years with 27,000 new jobs created by new and expanding industry in the past ten years (U.S. Census Bureau, 2012). The early beginnings of global education started with a grassroots movement

by a group of dedicated faculty who have continued to move forward for the past decade to establish what is now considered a college-wide standing committee. The newly established college committee is devoted to the development and coordination of global initiatives for students, faculty, and staff. The core group of faculty who were responsible for the initial organized movement to support global education remain central to the process. Among the initiatives of the college, there is a scholars program that supports travel for a select member of the faculty each year, an international film series, and participation in an “all college read” program that focuses on an international selection.

*Central Community College* has a curriculum enrollment of approximately 19,500 students. The percentage of these students pursuing a degree at the associate’s level is rather significant at nearly 96% (NCCCS, 2013). The global education program that supports this large student population is fully endorsed by the senior leadership. When the current President came to the college in the past few years, he brought with him a strong connection to World View programs having worked extensively with the organization at his previous college, as well as being a graduate of the Global Education Leaders Program. A review of institutional documents indicates that valuing diversity – a key element in global understanding - is significantly positioned in the mission statement and in the core values.

*Central Community College* is currently partnering with three other colleges in the development of a global logistics center to support the development of a world-class workforce and to promote economic development throughout the region.

## **Participant Profiles**

Participants in this study are full time teaching faculty members in curriculum programs at their respective colleges. They have been working in a community college setting for at minimum five years. Study participants were interviewed at their college sites and have been assigned pseudonyms. A document outlining how each participant defines globalization, from the perspective of being an adult educator, is presented as Appendix G, followed by an overview of participant profiles in Appendix H.

**Jennifer.** Jennifer who came to *Southern Community College* from a public school background, has been at the college for five years and has taught a variety of courses including developmental English and the college's student success course. She appears to be a very structured college professional who utilizes what she refers to as a "system" that entails daily lesson planning and reflection utilizing a whiteboard organizer prominently positioned on the wall of her office. Her reflections during the interview were evidence of her passion for teaching and the creative and innovative inclination displayed in her work as a member of the community college faculty. She consistently referred to her colleagues and the collaborative relationship that they share in the development of their instructional practices, specifically in the global infusion of the ACA student success program that serves as an integral part of the college's Quality Enhancement Plan for SACS reaffirmation. As a leader in the SACS process, Jennifer uses her love of teaching and her commitment to global education to support a project that is a primary element in the college's global commitment.

A native of North Carolina and having grown up in a county adjacent to *Southern Community College*, Jennifer continues to live in the same general area and expressed that she values home, family and her church community as significantly important in her life. From a very early age, she was provided exposure to a lot of different experiences through her family's travel both in the United States and internationally. She remembers, "I grew up traveling and seeing things and I always loved going to different places...learning about different cultures." It appears that it is these early experiences with travel that established the foundation for her propensity to want to learn about new and different things, people, and circumstances.

Jennifer attended a private college located not too far from her home and described herself as an extremely serious student, although ironically, she chose a field of study that was not easy for her. She sought to pursue an area that was more of challenge in her learning.

I've always been a straight A student, like literally a straight A student and a perfectionist to a T – like I need medication. Oddly enough, I was not a very good English student....I was really a good math and science student. In fact that's what I started out as a major in college, but I found a very unique interest in English....So, that's how I decided what I wanted to do and no one could change my mind. Also, I wanted to do it because it was challenging. Science and biology, I didn't have to work at it – it just kind of came. But English, I had to work at.

Jennifer credited her professors in college with opening her eyes to the world. She expressed that she had always planned on growing up and being a “farmer’s wife” until her professors provided her with a glimpse of the many possibilities that she had not even considered.

There was one professor in particular, Dr. Rush, who challenged her to want more.

He pushed me and pushed me and pushed me to try new things and to think about things in a different way...he brought me out of that (local) County closed off mindset to opening my mind to different things, different ways of doing things, different perspectives...to getting out of (local) County and traveling and doing things.

Jennifer’s experiences with another professor in the study of language and literature, and the many, many philosophical conversations they shared for the development also helped her develop a more worldly perspective.

**James.** As a member of the faculty for the past eight years, James appears to have been a key leader in institutional initiatives, in addition to his teaching responsibilities in vocational education. He likes to think that he has used his life experiences from the public sector to his advantage in that he believes a more traditional educational path would have been a deterrent to his ability to be as creative and innovative as possible and to become what he considers a “game changer” at the college. Considered to be a trailblazer in the globalization movement in the community college, James has not only made his mark at *Southern Community College*, but across the state as well. James considered his path into education as unconventional. As a native North Carolinian, James didn’t really have a global understanding of how our state is positioned in the world until he had an opportunity to work

for an international company in the early days of the development of the film industry in North Carolina.

It taught me something about the value of working with internationals and looking beyond what I grew up in, not having much experience in even living or working or being around...all of a sudden now I was seeing an industry created in North Carolina...by an Italian. From that point on, I was working with people throughout the world in the film industry. By the time I got into education...I had a pretty good understanding of globalization and the benefits globalization could have. I was disappointed when I got into education. I didn't see it infused in the classroom. I didn't see faculty participate.

As a proponent of travel in the development of a global effort at the college, he raised the bar for all college travel participants to a higher level of expected deliverables upon return. His contributions to the college's institutional initiative have been significantly enhanced by his experiences and expertise gained from the film industry which he has utilized in the development of videos of his travels that continue to serve as the core of global learning activities at *Southern*.

James spoke with pride of his accomplishment at *Southern Community College*. At the time of the interview, it is important to note that James had just accepted a new position at a new larger community college and had just completed his first week; however, because of James' extensive work at *Southern*, he remains an important representative of that college and his perspectives are primarily based on that work. Moving from a college where he had

a well-established program of globalization from which to generate momentum, there was some level of wistfulness from James when he spoke of his new position and the challenge that had been afforded him to build a similar global initiative for the larger college environment, fully understanding the challenge of working and hopefully leading a new set of colleagues. James has the level of global understanding and the motivation to move his efforts beyond the local college level to the state and hopes that he will have those opportunities in the future with his new position at a larger college which will perhaps give him even greater exposure.

James likes to consider himself as a global citizen. Thinking globally every day is his philosophy as an educator, he seemed to truly understand the criticality of providing an international understanding in his students.

People ask me where I'm from and I say North Carolina....I don't have a hometown.

I'm from North Carolina. I serve North Carolina. But to me, that's a small place.

North Carolina is a small place. I like to think that I am a global citizen and I would like for my student to think that way.

**Laura.** An energetic and rather spirited member of the faculty at *Eastern Community College*, Laura serves as a member of the English faculty. She has a combined 11 years of experience in the community college environment, including her previous teaching assignment at a college in the south central region of the state – one of which she credits for many of her ideas about globalization. Having previously served as the English department chair at *Eastern*, Laura seems especially excited about her newest challenge as the adjunct

liaison and her work in helping part time teachers feel like a real part of the faculty at the college. This energetic teacher has an extensive travel background that has significantly enhanced the experience and world perspective that she brings to her classroom in ways that are meant to generate spirited discussion for bringing the global content into focus for her students. Her spontaneous nature in the development of her lectures is one that she describes as a “fly-by-the-seat-of-my-pants” approach allowing her to shift easily from one general plan to another, if the issue of the day or the conversation goes in a new and perhaps more stimulating direction. She considers her teaching philosophy to be a little on the selfish side in that she uses her own level of boredom with her classroom as a barometer for determining that level in her students.

Laura admitted that she is rather self-reflective by nature and uses reflection to help dissect her own interpretation of experiences. She expressed that an example of this reflective nature would be in her perspectives gained from a Women in Indian Film class she was pursuing.

I like to think of myself as a fairly self-reflective person and I’m learning as I’m getting further and further into this Indian film class that I’m running up against a lot of walls in terms of somebody who grew up under second wave American feminism and kind of came of age under the third wave, I automatically, without even thinking, apply that to what I see; and I have to keep reminding myself that I can’t do that, you know....

Laura also considers student reflection to be an important aspect of her teaching and uses it to elicit on-the-spot feedback from her classes when she wants to better understand the learning experience from their perspectives. Laura also has a rather interesting perspective regarding the non-traditional, very diverse community college student population that many faculty often cite as a challenge in teaching.

I did some adjunct work at (a State) University a couple of years ago and I had a much harder time in that classroom because all of the students were pretty much the same. I kept waiting for someone to come up with a different perspective and then I realized, on my God, you guys are all middle-class, almost all White, 18-year-old kids who are scared to death about going to college. I have a harder time teaching a non-diverse class.

While literature cites the non-traditional population as a challenge for community college professionals, it is perhaps Laura's positive perspective about teaching this very population that makes this academic environment especially appealing to her as a career focus.

**Jean.** A very thoughtful, soft spoken, introspective teacher, Jean has been teaching at *Eastern Community College* for the past 18 years, with several additional years of teaching as an adjunct at other colleges and a university. For Jean, globally infused teaching is integral to what she does naturally in the classroom, given that her courses include World Civilizations, Humanities, and Cultural Studies – courses that are all interconnected in the world. Jean is also a writer in her own regard. This writer's voice can be heard and felt in her descriptions of students and their experiences in her classroom. It is perhaps her own

writing endeavors that have helped her foster creativity and excitement in the writing experiences of her students. She combines her love of history and a master's degree in European history in the writing of her historically situated novels, the current of which is from the late 1600s to the early 1700s. A discussion with Jean is much like listening to a skillful storyteller weaving a story that is so real you not only hear it and feel it, but you can almost see it playing out in your own mind. This storytelling carries over into her teaching as well and forms the basis for her lectures with each element of the story drawing the listeners in and connecting to the next element.

Jean has had extensive travel experience and understands how that is important to the global perspective of her work. She considers herself somewhat of a tour guide and has often led student groups abroad. She attributes her sense of wanderlust to her mother's own rather interesting travel experiences that she remembers hearing about as a child.

My mother went to Jerusalem in the 70s. She was with a group and a man came up to the person who was leading her group and said I will give you five camels for her.

You know, I was a middle school kid then. I've always had the wanderlust. I am glad he didn't trade her. She came back home.

In listening to Jean, it is clear that she supports others at *Eastern* in their efforts to globalize. When given the opportunity to apply for a grant to globalize her curriculum through World View, she referred the grant instead to others who had not yet made the move to global infusion saying, "I didn't want to use their money when somebody else who had not globalized could." While a movement to globalize at *Eastern Community College* is not a

new initiative, Jean remembered very clearly a time when that sort of activity was deemed out of favor. A renewed interest in globalization by the institution was welcomed by Jean as it further supported her efforts to globally infuse her work; however, it was somewhat amusing to her that the new momentum brought forth many of the ideas previously explored, yet now, they were all new again.

**Frank.** A confident and rather matter-of-fact instructor, Frank comes to the community college with an extensive military background and a significant level of travel that includes various assignments around the world. All of his military stations were quite a distance from the rural community of *Southern Community College* where he has served as faculty for the past 13 years and as the vocational programs department head. Frank's background and experiences support a world perspective that has made Frank a leader in his community college's globalization initiative.

Being in the service, you were around people from all over the United States, but also from other countries so you got exposed to more stuff than when I used to live in (hometown) at (*hometown*) *High School*. When you're in high school you pretty much just got the people in your community that you already know. Once you get into some bigger organizations...you just learn more.

One thing that is evident in discussions with Frank is that he has little patience for persons who are not motivated to do what it takes to effectively serve students, specifically in the development of globalized content – content that is critical for the development of an international perspective in students. He labeled this lack of motivation as “just laziness”,

and based on his experience in the community college, he cites a lack of understanding among faculty as a key reason for not globalizing their work.

When you say globalization...it's so big...and it ties into everything, and I think that for them to get a handle on it, they don't really get it....that is some of the problem and if you don't understand it, how can you teach it or how can you get your students excited about it if you don't understand it.

Frank believes in the value of collaboration and works with other faculty in fine-tuning teaching techniques and strategies for the infusion of globalized teaching, and defines one of his many roles as that of a resource for other faculty. He uses creativity and innovation to find whatever faculty need – print resources, internet resources, instructional strategies, and technology – to support their teaching. Frank takes his supervisory position as a department head at *Southern Community College* very seriously.

My job is to keep stuff out of their way so they can do their job. Give them the resources they need and then stay out of their way, and then I want them to create something better than I can even imagine. Now that's my philosophy....I want to hire people smarter than I am. I don't need anybody of my intelligence, I need somebody smarter.

Frank's goal as a teacher is to promote learning that continues long after the student has left the classroom. To achieve his teaching philosophy, his strategy is to not tell students how to do everything, but instead to instill in them the understandings to manage their own learning and perhaps most importantly to open and use their minds.

**Brian.** With an agriculture engineering degree, it seems that Brian has taught quite a variety of courses in the seven years he has been at Southern Community College, however his primary responsibility has been the development and instruction of a specialized program at the college of which there are very few across the state – viticulture. The pathway to community college teaching for Brian may be considered typical for many vocational faculty in that he started out in the local industries that are part of the service area. This enthusiastic instructor seems to take each new challenge as an opportunity having been assigned a program of which he had to start from the beginning, quickly placing him in what he considered a learning mode for much of the first semester, while teaching students who had a much deeper background in the content area. He values his relationships with colleagues and seems to understand the importance of being part of a teaching team in the development of global infusion strategies, specifically in the college's student success program.

Brian's roots in agriculture have been lifelong having come from a very rural background which in part was one of the reasons he decided that he wanted to or perhaps needed to go to college – a course that set him on a path that would eventually lead to teaching.

I said I don't want to this the rest of my life, because I was raised in a tobacco field from the time I was about 11 years old and was old enough to crop tobacco, that is what I did. The summer I got out of high school, I told my dad – he was getting out of the farming business too at the time, I don't think this is me. I love the life, but I don't want to be tied to it every day. So, I went to school....I never left the Ag

industry, I just wanted to be the guy on the other side helping people do it, not actually the guy in the trenches growing the crops or whatever.

As a member of the vocational faculty, Brian's teaching philosophy is to get students to connect to their learning in a real way. For Brian, that way is hands on teaching – an approach that represents how he learns new material, citing the proverb of “teach a person to fish versus giving him a fish” scenario. Brian tends to build this approach in his teaching through the use of real life situations as examples in an atmosphere that he strives to keep flexible and fluid, so as to be able to adapt as needed to optimize learning.

Brian's background in industry has given him the experiences and understanding with regard to thinking global that will be critical for community college students entering the workforce, given that local industry is already very global. He is adamant that for students to gain this global perspective and be workforce-ready, it is the responsibility of faculty to make it happen and it begins in the classroom where he says, the “rubber meets the road.” He considers himself fortunate to have the experiences and travel from which to pull in the development of globally infused curriculum and fully accepts the challenge.

**Kathi.** With over five years of experience in the community college environment and as the only full time anthropology instructor at *Eastern Community College*, Kathi admits that if there is anything global at the college, it generally falls on her at some level given the nature of her field of practice. Additionally, she serves as the department chair which comes with it the responsibility for international education including study abroad, the development of a global community room, and coordination of the global education taskforce. Extremely

well-traveled and with extensive experience with international projects, Kathi clearly plays a key role in globalization and international initiatives at her college, in fact, it was Kathi who was designated by her president to determine the most appropriate participants for this study. She has extensive international travel experiences with most of her travel now in leading student groups.

I like to travel. I like to learn about other things....I guess it's just my nature to want to understand how people are different and that's probably what drew me to anthropology in the first place...a natural curiosity about the world.

Kathi is creative and innovative in her approach to providing a global perspective in her work. She strives to find new ways to support the learning process from connecting learning experiences in the classroom to activities that are occurring outside, as well as in changing her assessment process to one that promotes a greater depth of critical thinking. She believes that globalization is a natural fit in her teaching in the humanities, making infusion an easier fit than it could be in other fields.

I think in my area in particular, if I'm not global, it's sort of like, I'm asking you to walk a walk I haven't walked, so in some ways to be an anthropologist you need to have...not really have traveled to another country, but interacted with people of other cultures. I think they expect that of me.

Kathi finds that her position comes with high expectations from both colleagues and the institution. She has had many opportunities to travel with the college and has been actively involved with World View and CCID through travel and conference attendance, always

assuming the responsibility of bringing back information about new initiatives and opportunities to support the institution and the professional development of other faculty. She expressed that the nice part about being at a college that is teaching focused is the open atmosphere for sharing that encourages collaboration among faculty.

**Nicky.** With both her education and experience firmly grounded in K-12 education, Nicky has the perfect foundation for community college teaching in early childhood education. She described her global infusion in coursework as nothing that is specific, but more a part of who she is and what she does as faculty. With 20 years of experience in the K-12 area, she has worked for about five years in the community college environment at *Eastern Community College* where she prepares educators for a variety of opportunities.

Personally, I think the mission of the community college, whatever community college we are at, is to serve the needs of the community in providing training for jobs in that community and, certainly as an educator, I think my job is to educate...to serve the needs of that community, and our community needs early childhood educators. They have a constant need for them, so that is my job to do that.

When considering the global infusion of her work, Nicky always relates the importance of it to serving the now extensive Burmese population that has settled in the service area of the college and that has placed a greater need for global understanding in pre-school teachers and childcare workers. Nicky believes that her personal background has influenced how she approaches teaching. Her Christian upbringing has inspired her to look at people as actually

being no different from one another, although there may be differences in where they come from and in their lived experiences.

One opportunity that has been bestowed upon Nicky is to be named to the President's Cabinet, an honor that is given to two faculty who then serve for two years as an integral part of the senior administrative team. Having just finished her first term, Nicky expressed that this gave her the opportunity to learn first-hand of the initiatives of the college given that many come from that leadership. A second area of recognition has been in the funds received from a grant that was given to Nicky through World View to build a module to support the globalization of the early childhood curriculum for community college faculty. The module that Nicky developed is now available through the World View website for other community colleges to implement in their programs of study and includes the introduction of program level activities, the use of special guest speakers, and the development of a service project.

**Alan.** A soft-spoken teacher who has been at *Eastern Community College* for about five years, Alan teaches in the field of biological sciences. Having worked previously as a biologist, Alan is able to bring real-world insight into his science classrooms. He deals in science and believes that science is inherently global, making the infusion of his curriculum a standard by which he teaches. His teaching load consists of a variety of the biological sciences and he considers his global perspective to be more along the lines of matter, energy, and bio diversity, and less about socioeconomics. Alan is confident in his field of teaching

and believes that depth in a discipline specific area is important in that “the more you know about your discipline, the better educator you have the potential to be.”

Alan now finds himself in a new position at *Eastern Community College* and is now responsible for the supervision of faculty. It is interesting that although Alan believes that global infusion is central to his own teaching, it is primarily because it is a natural fit in the sciences and less about it being a college initiative. Alan is now in a position that requires supervision of other faculty, but does not seem to feel that globalization will be an initiative that he will be responsible for putting into action.

I don't feel and I'm not going to pressure faculty in any way to add globalization, if they want to do that I will provide the resources for them, but I don't expect them to do it just because there is a campus initiative. It's an initiative. It's not a mandate. One way that Alan keeps motivated in his teaching is to stay competitive with other faculty. He expressed that he is very competitive in wanting to be considered the best, the most dynamic, the most fun of the instructors, specifically in his field of practice – the sciences. The fact that he was working with an outstanding group pushed him to maintain parity with them – a challenge of which he finds important in his teaching.

Alan was gracious enough to be added on as a last minute replacement for another faculty member who could not participate in the interview process as scheduled. He immediately made a connection to the topic of globalization and the infusion of content in his curriculum and willingly accepted the invitation to participate. However, it seemed that for a science professional, there were aspects of qualitative inquiry that were a bit of challenge for

him to understand, specifically the deep interviewing that seeks to find the essence of one's beliefs about teaching that transcend the hard, preciseness that is inherent to the sciences. His perspectives added a somewhat different, yet important element to the data collection of this study.

**Tom.** This rather quirky and quite entertaining faculty member came to *Central Community College* by way of two large universities. Tom has been teaching at the college for 17 years and has been a frontrunner in the globalization movement for much of that time. Based on the interviews with other participants at the college, Tom may be considered one of the primary advocates of global education at *Central* over a timeline that spans two college administrations.

As a Spanish instructor, his content area is naturally global, yet, he works outside of the classroom to create an environment in which all students have the opportunity to build a deeper level of global understanding. One activity that he started over a decade ago is a foreign film night, Third Thursdays, that continues to garner campus-wide support. Having been a part of a grassroots movement of faculty to make this happen for many years, there appeared to be some level of gratification in that his informal faculty driven committee of which he has been an active member, has now been elevated to the status of being a college-wide effort, thanks to a new administration that understands the importance and criticality of a globalized experience for students.

Last year it became a standing committee and so we went through the process of establishing goals and you know the parameters of the committee – all the difference

in the world....unless you get there above the radar, I mean, you can do what you can for globalization no matter what, but it's a lot easier when the...the helm is held by someone who is in favor of globalization and...doing things like that for the college. Through this work and given the depth of Tom's experience with both the grassroots committee and newly established standing committee, it appears that he is viewed by others on campus as the leader in global education.

Yes, I feel responsibility to lead. I do not want it to...I don't want it to evaporate and that was what I was afraid was going to happen. Okay, I was afraid that would happen when we lost the former president.

It is evident that Tom has a true gift of conversation. He is entertaining in his discussion which is most likely carried over in his teaching – teaching that is filled with exuberance for the subject matter and presented in a fun and playful approach, thus creating an atmosphere that supports the flow of ideas, the development of new perspectives, and active learning. In addition to Tom's humorous banter as he speaks of his experiences in working to globalize the curricula at this college, it is evident that there is a serious, very dedicated side lying just underneath the surface that inspires faculty and administration to really listen when he speaks about the importance of globalization in preparing students for the future.

**Erin.** With eight years of experience teaching in a community college setting, Erin has been teaching for the last four at *Central Community College*. A community college teacher with a self-professed adventurous spirit, her enthusiasm for teaching is clearly evident when she speaks about her classes, her students and her college experiences. For

Erin, teaching is perhaps a calling. She believes that it was because of some of her early teachers who saw something in her that they nurtured through the years that has brought her to where she is today as a member of the college's faculty. She also considers herself to have one important attribute that she deems essential for effective interaction with students.

Well, I think that I have always felt like I was a fairly good communicator in that I had an easy time talking to people and communicating ideas with people which is pretty important in education...and feel like I could have a classroom persona that would be well...still have some authority, but the students feel like they could talk to me...that we could have an exchange that they could feel respected by me and I felt like that was kind of something that my personality could do.

Although Erin has only been infusing her work with global content for about a year, she seems to be very aware of its importance to her students for personal growth as well as in preparing them to be active members of a global community. She is very practical in her approach to instructional delivery and seems to have an aptitude for the development of instruction that makes students think and evaluate their own perspectives. Erin has assumed a leadership role in the global movement at her college and serves as the co-chair of the college's reading program which generally focuses on international books. Erin is an English teacher who admittedly is a good writer; however, she acknowledges that even though she is good at writing, she finds it to be difficult.

You know, I have always struggled. I tell my students all the time that even for someone that writes fairly well, it is still hard and it is still a process....I am very meticulous. I self-edit myself constantly and so it is very slow and takes a lot of time. It appears that for Erin, she makes use of her own challenges in the writing process to build a connection with her students as they work through similar challenges of their own.

Erin has been honored at *Central Community College* by being named the Faculty Scholar for this year which comes with a greater level of responsibility of which she readily accepts. Following a trip to the Balkans, she is now assuming the role of liaison or perhaps spokesperson for the college's globalization initiative. She feels a greater level of expectation to build support, not only among hesitant faculty, but also among board members and the community thus considerably expanding the scope of her faculty role.

I think that being adaptable is really important in the world...in being able to be successful in a career. You know, the expectation of what was asked of me yesterday may change today and that I have to very quickly kind of figure out how to balance new responsibilities and still meet those you know.

Erin has a keen awareness about what it takes for her personal career growth as an adult educator. She views the opportunities that she is being given through her globalization work as openings to expand her role as faculty and to pursue new challenges and different responsibilities.

**Carla.** An energetic and rather expressive instructor of religious studies, Carla has been teaching at *Central Community College* for the past six of her ten years as community

college faculty. She admits that she is very much a talker and is very aware that for her, taking is how she learns, although she works to make sure that she provides the visuals in her teaching that can be so important in the learning process as well. When she describes her teaching, she does so using a metaphor about a party at her house.

A party at my house means I am setting the rules and I have the boundaries because it is at my house, but everybody...I want to make sure feels comfortable and welcome and just like...if you came over to my house, I wouldn't just leave you out in the cold....I would want you to bring something because it was at my house...so that we can all sort of get together over that, you know, potluck or whatever you are bringing in.

Just the manner in which she described her teaching seems to suggest that her classroom is very much a collaborative environment with a give and take approach to learning or in Carla's words, designed "to draw them out" and bring them into the conversation.

Carla seemed to be very connected to the workings of faculty at her college. She expressed that faculty voice is important to her and she worked in the early days of the development of a faculty association to establish a platform for that voice. Even when there was no support for such a movement by senior administration, she remained committed to the endeavor. More recently Carla has had the opportunity to participate in the President's Leadership Seminar to support the development of campus leaders, which has proven to be a positive experience.

I guess they have impacted me by truthfully in a sort of just...that whole leadership seminar, I went woowooo, I am in the right place because, you know... the cynical part of me is just that they all speak the same language. It is a very positive language about students and change; and you know, I walked away thinking, I'm in the right place.

Carla appears to take her responsibility as a campus leader seriously and works in the Faculty in Training program as a mentor to a member of the faculty who has limited experience in teaching, specifically experience in the community college setting.

A recurring theme in discussions with Carla was her desire to be a part of any decision-making that ultimately impacts her, rather than having others make decisions of which she is expected to abide. She expressed that no matter how great a policy is going to be, when a person isn't part of the decision-making process, it is more of a challenge to get buy in.

**Greg.** As a member of the faculty at *Central Community College* for the past five years, Greg teaches courses in the hospitality and culinary programs. He is very much aware of the industry that his program of study supports and seems to be very committed to staying abreast of industry trends so that he may effectively prepare his students for the workforce. The field of culinary arts is inherently global, given that food is very important around the world as it is essentially linked to people, culture, and geography. Infusion of this type of content is a straightforward process for Greg in that he prepares students for direct entry into the workforce. He appeared a little hesitant at times during the interview, seemingly trying

to look for different meanings in the line of questioning, yet steadfast in his responses so as to maintain the presence of his program areas as a part of the study.

Just to sum it up, you know, the reason I agreed to do this was because I knew it was about globalization...our field is so globally diverse just from the people working in the kitchens to the staff throughout the world, everybody has to stay in a hotel, everybody has to eat food, so to have an important view on it is very valuable in our department.

Greg has a keen awareness of what it takes to move a program into the mainstream of the college and get people to see culinary as a program that reaches beyond the local area. It appeared that to Greg, being asked to participate in this study by senior administration was an important opportunity to make that happen.

I did sense a bit of frustration in Greg regarding the global initiative at his college in that while there has been much discussion, the level of follow through has not been as evident as he would like to see. He gave as an example his recent opportunity to travel which was to have provided him with occasions to represent the college and promote globalization. The opportunities did not materialize and it seemed that he was disappointed in not being able to share his experiences as hoped, but also seemed to question the value of such travel for the college with no follow up responsibilities. Travel without closing the loop with student learning is perhaps a lost opportunity.

I think (travel) is the most important thing out of all this. We can sit there and read about it and talk about it, but it really doesn't come home until you go out and see it.

You go out and take a cold shower in Costa Rica for ten days because you don't have hot water. You know these things stick with you a long time.

**Evelyn.** It is evident that Evelyn is committed to the community college and her students, and that she embodies a worldview in every facet of her work as faculty at *Central Community College*. A very articulate and enthusiastic faculty member, she has been teaching in the community college for a quarter century and has amassed a level of global experience with international programs that is truly extensive for community college faculty. Evelyn has a high level of global awareness and attributes her worldview that permeates her work with students in part to having grown up in a multicultural atmosphere that is so prevalent in California. Travel has always been an important part of her life and she has traveled extensively, allowing her to speak with ease about various cultures and situations throughout the world. As a sociologist and Fulbright Scholar, opportunities to study other cultures have supported her professional growth and have allowed her to achieve what may be considered expert status in her field of practice by community college standards.

In speaking with Evelyn, one gets the sense that she feels an obligation to share what she has learned from her travels and opportunities with other faculty at her college. She is aware of her expertise, but doesn't seem to be content with just her achievements, but instead seeks opportunities to share as part of her own personal learning process. An example of this may be seen in the series of chronicles that she consistently sent back to her college during a trip to China, which allowed others to feel like they were with her in the experiences.

I have always written a chronicle. I wrote five chronicles for the entire (college) community when I was in China and I already have one of the students ask me if I would be their travel guide in China....What happens is they say they feel like they are traveling with me and what I find that is with a lot of people that are on the periphery of the community college, like secretaries and even sometimes adjuncts, because it goes to the (college address), that they are the most enthusiastic.

Evelyn seems to be very pleased that she can contribute to the college's global environment in this manner. She extends her experiences to other activities including opportunities to help other faculty learn ways to incorporate travel in their teaching as they complete for their own travel opportunities in an atmosphere of limited funding.

**David.** A confident, articulate teacher with a background in mass communications, David has been on faculty at *Central Community College* for the past six years. David seems to have a clear understanding of the fundamental value of a global education for community college students and why it is important for faculty to work toward that end. It is interesting that he is admittedly not as well traveled as the other participants in this study, having only been to Canada and Mexico, however instead of that limitation impacting his inclination to infuse global perspectives in his work, it instead seems to motivate him to find alternate opportunities to gain a global perspective.

I think it is the limited travel experience I have in my interest areas that drives a lot of why I do what I do, because I'm interested in finding out more about these cultures....You know I would love to go to Japan...because I have had a research

interest in it for a long time, so all of my knowledge of Japan is really based off of what I have read and what I have seen you know in films.

It was clear through conversation with David that travel to Japan would be a dream of his as he builds his global travel experience in the future and would allow him to bring first-hand knowledge in to the classroom in support of what he has already amassed through other study options. David attributes his motivation to find ways of learning about other cultures to a natural curiosity that has been instilled in him from an early age, most likely from his mother who he describes as always being curious herself. He is also very aware and thankful for the opportunities he has had in his life for learning. He expressed that back in high school there was at a point when he was considered “better suited” for English courses that were not advanced or at honors levels. He attributes a change in that proposed educational path to a teacher took a risk and helped him forge a new direction that was more challenging and of which he began to excel. David admits that the discussion from the interview really made him reflect on his upbringing and family at a deeper level than he had previously or had shared with others until this point.

As the leader of the faculty association at his college, David is very aware and deeply appreciative of those pioneers who have been pushing the globalization movement for many years and in getting it to the point where it is mainstream to instruction at the college. He expressed admiration for two key individuals who are also included in this study, Tom and Evelyn, for their work over the last decade. He even referred to Tom as a sort of rock star in the globalization movement at *Central Community College* and in making the long awaited

connection between his college and World View membership thus clearing the way for his own globally infused work with students.

### **Collective Profile**

The participants in this study all met the general criteria for selection that included being a full time faculty member in a curriculum area with a minimum of five years teaching experience in the community college setting. The most critical element of the criteria was that each participant must have globally infused their work with students at some level. While all participants have actively worked with global infusion, the vast majority had also worked beyond the classroom in the development of activities and opportunities for generating a global perspective for the institution at-large. All of the participants in this study expressed that they had international experience that includes travel, study abroad, research, and teaching. While the depth of this experience may be quite different, each participant was able to share how these experiences are conveyed in their work. Because the participants were specifically identified and chosen for their experiences in promoting global education in their classrooms and as part of their college's initiatives, it was not a surprise that all understood the importance of creating an atmosphere of global understanding for their students. There were however differences among the participants as to the responsibility of faculty in that process, primarily based on the field of practice.

While some participants felt that all courses or programs of study could be globalized at some level and to do less would be a disservice to our students, others felt that to force global content into a program where it was not a natural fit should not be a requirement or the

responsibility of the faculty. The work of globalizing curriculum was viewed by all as a collaborative effort to some degree, with faculty expressing many different ways in which they work with colleagues in the development of ideas, fine tuning implementation, and the critical evaluation of outcomes. It is interesting to note that the work with colleagues seemed to be confined to those who already had the interest and were actively pursuing global infusion in their courses, rather than it being used to draw others into the conversation, although this was a process that was used on a more intermittent basis.

The process at each of the colleges for the selection of participants was somewhat different depending upon how and to whom the president at each institution passed the request down the chain of command. One college seemed to have a participant group that worked very closely on a regular basis with a single project that all had in common and almost sounded much the same with some of their responses. Although there was a single project in common, the participants taught in a variety of programs primarily in the vocational area. A second college with a well-developed global initiative was able to quickly make contacts and get positive responses from a variety of program areas that were primarily situated in the arts and sciences area of the college. Most of the participants seemed to have a genuine interest in the college's initiative at some level. A third college also provided participants from the arts and sciences area, but these participants expressed that they were almost assigned the responsibility to interview and felt that it was not necessarily a choice given the way the request was relayed. While this group obviously included those faculty with the deepest history in the global movement at the college, there were also persons with

more limited experience who still came forth with tremendous global commitment and understanding. The mix of faculty provided for a comprehensive group of participants who were very expressive and open in sharing their thoughts and perspectives on the global infusion of their work.

### **Presentation of Data**

This section discusses the data collected from the experiences and understandings of community college faculty based on the research focus of how community college faculty members approach global teaching. Data analysis was structured using Brookfield's four lens reflective practice model that served as the conceptual framework for the study. Data collection and analysis using this structure yielded four general themes and numerous subsequent subthemes as outlined in Table 1. These general themes were used to structure the presentation of data. References are made to the elements of the four lens framework to connect the findings to the perspective in which the data was collected as appropriate.

Table 1

#### *Data Display of Themes and Subthemes*

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- I.** Development of a Global Perspective
    - A. Personal background
      - i. Family and life experiences
      - ii. Educational and early learning experiences
      - iii. Professional work experience
    - B. International travel and experiences
      - i. Personal international travel
      - ii. Community college experiences
    - C. Professional philosophy
      - i. Impact from learning experiences

Table 1 (continued)

- ii. College and mentor experiences
    - iii. Philosophy of good teaching
  - II.** Global Infusion of Practice
    - A. Approaches to curricular infusion
      - i. Teaching global
      - ii. Globally focused content
      - iii. Global experiences beyond the classroom
    - B. Connecting students to global learning
      - i. Creating emotional connections
      - ii. Building faculty to student connections
    - C. Challenges to global infusion
      - i. Student resistance to global perspectives
      - ii. Faculty resistance
  - III.** Influences of the Institution
    - A. Organizational commitment
      - i. Commitment to global philosophy
      - ii. Campus initiatives and support structures
      - iii. Expectations
    - B. Working with colleagues
      - i. Sharing and collaboration
      - ii. Responsibility to students
      - iii. Faculty as a learning resource
      - iv. Emergence of leadership
  - IV.** Learning Resources
    - A. Literature and electronic resources
      - i. Scholarly journals and other resources
      - ii. Internet as a resource
      - iii. Other learning resources
    - B. Organized experiences
      - i. International travel
      - ii. Symposia, workshops and conferences
- 

### **Development of a Global Perspective**

By the time faculty reach their teaching assignments in the community college, they have accumulated a myriad of experiences and understandings of what globalization means

to them, as well as why it is important in preparing their students for a workforce situated in a world community. The stories shared by the participants revealed the richness of experiences from their personal and professional lives. They talked about their families, upbringing, and early learning. They reflected on how relationships with mentors have shaped how they view their professional philosophy and in some cases helped them forge new directions in their lives. Additionally, participants revealed how international experiences and travel have influenced them personally and how it has been integrated into their work as faculty. The experiences and understandings of participants contribute to their development of a worldview and as key motivators in the global infusion of their work as faculty and in serving their students. There are three subthemes related to the development of a global perspective that emerged from the data to include: 1) personal background, 2) international travel and experiences, and 3) professional philosophy.

**Personal background.** Through an autobiographical lens, each of the participants shared stories of how their personal experiences and opportunities from their backgrounds have influenced their decision to include globally infused elements in their work as faculty. Specific elements of a personal background include experiences related to family and life, education and early learning, and professional work.

***Family and life experiences.*** All participants relayed stories of family experiences and events in their lives that have been of influence in supporting a worldview. Family elements were significant in the establishment of greater levels of personal curiosity and in

the creation of a love of learning about anything new and exciting. David attributes his natural curiosity to the many experiences of which he was provided by his mother.

I don't want to sound like the old cliché, but I think that my family instilled that curiosity in me you know...so even though I haven't done extensive international travel by any stretch of the imagination, my mom was always, you know, exposing me to new things. She always kind of instilled that in me about being curious about different cultures. My mom, you know, she took dance and she was in ballet and she was a very talented woman in that regard....She was always curious, and that kind of rubbed off on me too. She used to take me to plays and she used to take me to dance recitals and that type of thing and through those, she encouraged me...and instilled that curiosity in me....If it is something that...that interests me, I want to learn more about it and if I feel like it is something that students can benefit from, then I am going to share it with them.

Kathi traces evidence of her natural curiosity about the world back to an experience in high school and her desire to learn about elements that were different from what she knew. She also considers her professional training as a big influence in her infusion of global content in her work as community college faculty.

Anthropology is about everyone, so I can't help but pull from what is in nature. I like to travel. I like to learn about other things. Even when I was in high school, I can remember asking other people about their religions because it was interesting to me. I grew up Christian, but I wanted to understand why the Jewish religion was different

and how and maybe it wasn't quite as different as we thought it was from the surface. So I guess it's just in my nature to want to understand how people are different; and that's probably what drew me to anthropology in the first place - a natural curiosity about the world.

For some participants, a specific event from childhood stands out as a significant contributor in respecting other people who may be perceived as different – an understanding that is important in the development of a more global understanding. Nicky shared a story about an experience from her childhood that was viewed from the perspective of her Christian upbringing in the south and continues to shape who she is as faculty.

I was raised in a Christian home and I was actually born in New England, but I was raised in the south and I remember my parents...I was raised in an era when everyone in my school was White. I lived in North Carolina and I remember as I drove past some railroad tracks...I was probably six years old at the time, and I saw these African American children playing on the side of the railroad tracks, and I said to my mom, look at that...she said, oh, that's the other side of the tracks. It has stuck with me my whole life and I brought that back to her and talked to her about it. Even though it was part of our culture back then, they still raised me to say, you're no different than them. That's where they live, but you're no different than them. And, um, that kind of stuck with me and I guess it's just kind of part of who I am and being raised in a Christian home, that we are all created in God's image.

All participants shared stories of how their personal background and experiences have supported the development of global perspectives in their work as faculty. Evelyn suggested that an understanding of one's background may be an integral element in the development of elements in teaching.

There is a sociologist, John Mills, and he talks about the intersection of biology and sociology and how it is very important for people to understand their own biography, and they do that in terms of social currents and things like that, and obviously where one grows up...and I grew up in California and that was a multicultural society, that that is certainly important and what one thinks is important in the curriculum....I mean when you actually apply to programs like Fulbright or other such programs, it is very important that you are flexible and that you understand different cultures.

Greg's family experiences in growing up outside of North Carolina provided him with cultural exposure and understandings that made taking a position as a culinary instructor in the south seem a bit like culture shock.

Every time you go somewhere you come back with a different perspective on things you never knew. You know I grew up in the tri-state area. I grew up in New Jersey and most of my family is from New York and I have a big Italian family that lives in Brooklyn and we had a lot of interesting parties and activities. Christmas and all that stuff was always a good time, so that is how I got into the trade was just that - all my family experiences. And coming down here to the south for me was a little bit of a culture shock to realize how many people don't have a global perspective, you know,

from even living in a big city to not even seeing multiple cultures. So, it is hard to bring it in to the classroom sometimes and make it work.

*Educational and early learning experiences.* All participants shared stories of experiences relating to their own learning that have proven to be significant in the development of their global perspectives. For some, going away to college provided opportunities for broadening understandings about diversity around the world and among people. For Nicky, her experiences attending college in a large metropolitan city were perhaps a contributing factor in her understanding of persons from diverse cultures and circumstances.

I think it all comes into play. Our experiences drive who we are.....I think personally when I went to college...I was in a cohort and the cohort was pretty diverse. So, I got to meet a lot of diverse people up close and personal and become good friends with them and that helped me, I think, widen my horizons some. There were some people there who were from other countries, people that were... it was mostly African American and Caucasians, but a lot of people...who had taught at different places and had different experiences. In getting to know them on a very personal level helped me want to know more.

Brian credits his early experiences in rural North Carolina on the family farm for encouraging an educational direction that eventually led him to an agricultural career with an international company and in providing him with the experiences that he eventually brought to his work as faculty.

I am from a very rural background. Actually, that's why I went to college. I said, I don't want to do this the rest of my life, because I was raised in a tobacco field from the time I was about 11 years old and was old enough to crop tobacco, that is what I did. The summer I got out of high school...I told my dad - he was getting out of the farming business too at that time - I just don't think this is me. I love the life, but I don't want to be tied to this every day. So, I went on to school...but, I've never left the ag industry. I just wanted to be the guy on the other side helping people do it, not actually the guy in the trenches growing the crops or whatever.

For one participant Laura, a current learning experience from graduate school has caused her to question how she presents global concepts in her teaching and spurred her to question the often automatic nature of assigning meanings to concepts with no regard to geographical reference.

I'm in a class right now for my PhD on Women in Indian Film and we've been talking a lot about what globalization and modernization actually mean and are they interchangeable terms...is there kind of a non-Western model of what modernity can be? You know, how can you be modern without being Western at the same time? And, I think that's a concept I really want to play with in my classes in the next year, is you know, when we say modern are we automatically meaning like, in America or Europe, or are we talking about something different?

***Professional work experiences.*** Most participants expressed that the prior work experience they brought to their community college teaching was significant in the

development of their own global perspectives. For community college students, this global perspective that is generated from real world application may be very important in preparing them to be part of a global community. Alan describes his experiences in the field as a biologist as opportunities for discovery that carry over into his classes.

Everywhere I go, I'm always looking. Because I come from an environmental studies and biology background, I'm always looking at what is new and different to me.

Even here, what is new and different to me, what's living around me and has always been fascinating to me. Photography is my hobby so everything that is new or different I take pictures of and those pictures go into my lectures. When I was an actual biologist, what I liked about it was I got paid to travel. So, I could take the six-month job in Texas and then another three-month job in Florida and go and see these places. I didn't go outside of the US as a paid biologist, but doing tech work and experiencing different areas of the country and turning over rocks and looking for lizards, when I go to other countries, I do the same thing, and I always bring those experiences into the classroom. Just that love of discovery and that love of travel matched to discovery, goes into my classes.

Brian shared stories of his direct experiences working in an international industry and in how that has provided him with an understanding of the need for students in the community college to be exposed to a globally infused educational experience.

Here is a guy...that got started with the Murphy Brown experience, if you will, that Smithfield is under their umbrella now, and now being sold to a Chinese company for

billions. It's unreal. I kind of have a perspective on both sides of that fence and I think that helps me bring it down to where students can understand it, because I can talk about both sides of it. They only see we're being bought out by the Chinese...I reckon I'm going to have to learn Chinese. No you're not. Somebody's probably going to have to learn some Chinese. You're going to have to learn their customs, how they want things done....I think I can bridge that gap with them and I think that's what my agricultural background gives me a feel for - what these guys are feeling here, but my travel has given me an understanding of what the other side is thinking and it helps to bridge that gap and to get the students to understand, maybe not completely agree with it, but understand.

Using reflection through Brookfield's autobiographical lens, each of the participants shared stories, understandings, and experiences that were very personal and expressed how they believe these have shaped their own global perspectives and the globally infused element in their work as faculty.

**International travel and experiences.** Brian's travel experience that was associated with his prior work supports his global perspective and his understanding of that perspective in his teaching. Along with Brian, all other participants, with the exception of one with more limited travel, shared stories of their experiences with international travel from a variety of personal, professional, and community colleges opportunities to connect with the world.

***Personal international experiences.*** Most of the participants shared stories of travel they experienced with their families or while on personal vacations. The timing of this form

of travel appeared to establish an early foundation for wanting to explore the world further.

For Jennifer, travel has always been a part of her family's activities.

Well I grew up like in a family that did a lot of traveling and so, we did mostly traveling in the US and what not, but we also did a lot of outside the US traveling...so from an early age, I was kind of...I got to see a lot of different things. A lot of people in my community, a lot of people in this county honestly, have never been out of this county and that's hard to believe, but every time I teach an ACA class, I ask that question. How many of you have been to the mountains? You might get a couple of hands. How many of you have ever been to the beach? We live 45 minutes from the beach. You wouldn't believe the number of students who have never been to the beach, and I grew up traveling and seeing things and I always loved going to different places...learning about different cultures.

Frank's international travel is a result of growing up in a military family and then also from his own military career which allowed him to live in various parts of the world. Being stationed in other countries provided him with opportunities for broadened understandings than could not have been gained from a limited vacation stay.

I got to live for two years in Germany where I was exposed to that, and you know, I loved that area - just everything in the culture there....My heritage is German anyway. I found that out later, but maybe that's why I liked it so much. Then I spent a year, two separate times in Greenland, which is a whole different environment inside the Arctic Circle. We have the Inuit there and it was just interesting to see how those

people survived. That's got to be some of the hardest people I can know...what they have there to survive on and they could live that far inside the Arctic Circle with basically nothing – no power, no nothing. Being in the service, you were around people from all over the United States, but also from other countries, so you got exposed to more stuff than when I used to live in Jacksonville at White Oak High School. When you're in high school you've pretty much just got the people in your community that you already know. Once you get into some bigger organizations or whatever, you get to share with other people and their life and you just learn more, so I think that had something to do with it also. It did play a big part...jumping on the globalization...bandwagon or whatever, seeing that there was a need for us to learn more about it...and do more with it in our classes.

For one participant, Evelyn, international experience may be considered a primary aspect of her life, both as a part of her childhood and in her adult life, and not just related to isolated experiences or travel opportunities.

I guess I was always interested in other countries. I completed my Ph.D. in sociology in Canada and during that time of course, there was quite a bit of conflict between the Anglo-Canadians and the Franco-Canadians. I am married to a Swiss citizen. Ever since I was young, I just loved going to other countries and learning about other cultures and I have had extensive opportunities to go to other countries, and I think that being a Sociologist and being interested in culture means that I want to be able to teach my students about other cultures as well. And so far, they have been very

positive toward that, if you teach it in an objective and analytical type of way where they can relate to it.

James shared a story about his experience working with an international company that provided him with opportunities to build a global understanding through professional interactions.

In 1983 when I was in Wilmington working as a service department manager for an electrical contractor, an Italian came to Wilmington called Dino DeLaurentiis and said he was going to build a studio. He built Firestarter. Well, as service department manager for our company, he was my client. That was my first time as a working adult where I had to work with someone who really couldn't speak English. I was talking through interpreters. I was doing work for them as a contractor, but then was offered a job. I was anxious for two reasons. One, it was a person who doesn't even speak English – a foreigner. I had been raised in North Carolina all my life. And two, the film industry - I didn't know anything about the film industry. That taught me something about the value of working with internationals. All of a sudden, now I was seeing an industry created in North Carolina in 1983 by an Italian. From that point on, working with people throughout the world in the film industry and by the time I got into education in 2005, I had a pretty good understanding of globalization and the benefits that globalization could have. I was disappointed when I got into education. I didn't see it infused in the classroom. I didn't see faculty participate.

What I saw, which was pretty typical given that North Carolina was pretty hard hit, I saw that people were pretty put off by the word globalization....

Each of the participants relayed specific areas of interest that they pursued in their own travels from visiting historical places, to experiencing local events, and also learning about the people through personal interactions. Jean shared that she brings a little bit of her travel experience back to share with her students to support her personal storytelling style of teaching.

Well, everywhere I go, I pick up rocks and I pick up things that students will find interesting, that pops with them. The rocks are from the Jurassic Park of England, a piece of obsidian when we are studying the Egyptian and mummification process and they can see what obsidian looks like, but we can make a comparison, because that obsidian came from Guatemala, with the cultures around the world. Arrows, you know, we live in this technological age, but people around the world are still living in areas where they still use the bow and arrow. When they see those and they see they are handmade and they are actually still being used as if they were in the Neolithic period, then it makes them think about just how far we've come. So, I try to bring things back to help them not just hear it, but to feel it.

*Community college experiences.* All participants shared stories of how they use international experiences in their globally infused teaching. Most have had international travel opportunities that have been provided by the community college through access to study abroad programs with students or travel experiences sponsored through organizations

like World View. Participants expressed that their experiences and new perspectives gained from travel are translated into how they provide a globally infused experience for their students. For Alan, an experience in Costa Rica spurred him to reconsider a mindset that may be based on Western ideals.

When I went to Costa Rica with a group of student...I was standing on the beach in Costa Rica and looking at this amazing modern Western hotel where I was staying...then there was a little creek with brown water... no, gray water pollution and there was a horse and a cow and some other things standing in the creek and right beside it was a shanty. It was such a disconnect between modern...I don't know...or maybe developed and developing and a place they could certainly build this modern hotel, but the water pollution control for that stream that was right beside it was little to none. It just jarred me out of that Western mindset. Things are different here.

Brian shared a story of his travels in India that seemed to connect a diverse culture to elements of his own in the use of technology by persons where it at first seemed completely out of place. This different perspective made it an interesting international experience that helped him build a connection with students in their global learning.

I'm sitting there one morning. We had stopped to let somebody off to go to...I want to say it an ATM or something....So I'm sitting there and I had a video camera up and here comes a guy by with a camel pulling a cart. It was a flat cart. It did have rubber tires on it, but it could have just as well been an old stone tire like you'd see in a Flintstones movie. He was sitting on the cart with the leads and the camel pulling the

cart and he's talking on a cell phone. And I'm like...you're looking at a cart that could have been back in biblical times with the donkey pulling it, I mean a camel pulling it, and a guy talking on the cell phone. That was what was odd to be over there. It was, you saw...it was so far back in time compared to us except for phones. It was unbelievable, and everybody had one. Everybody had one. To get students to understand that - don't think you... we're the only country that has that now, because they have it over there. And it is unreal....you'd see people riding on elephants talking on a cell phone...just unbelievable.

James shared a travel experience from when he was a member of an educational team visiting China that introduced him to the reality that freedom of action is viewed differently around the world, although in this case the outcome was positive. James also expressed that what he brought back from the trip to share with other faculty and students in the form of video and photos was the type of activity that should be a requirement of faculty in community college travel.

I had the opportunity to go on my first World View trip to China. The first day I was there in Beijing, Tiananmen Square, I was filming a video. I didn't go there with the intent of filming what it eventually became. I went because I love photography and I wanted to go on this tour and see China and the globalization experience. But, what came out of it was a bigger vision the first day. The first day in Tiananmen Square, in the first ten minutes of shooting, I was surrounded by soldiers because a protester crossed a barrier and I swung my camera over and started filming. And all of a

sudden, a bunch of plain clothes officials opened umbrellas and surrounded me. I thought, well here I am just ten minutes in China and Tiananmen Square and I'm going to be leaving the group in another five minutes. We talked about it, got the translator involved and explained it was an educational tour. They asked to see what I had videoed and let me proceed with my cameras. From that point on, for two weeks I was able to go to Beijing, Xian, and Shanghai and take over 1000 pictures and hours of video.

For Erin, an opportunity to travel as a faculty scholar took her to a region of the world that other community college faculty may have been afraid to venture.

Oh well, I just think that travel has given me a lot of...aside from a lot of experience, a lot of fun....The summer I was in Bosnia...I wouldn't say it is so far as culture shock, but just feeling that you were some place that was so different from um from what is familiar. So really challenging yourself, I think that is what travel does...You know I love to travel anywhere, I will go anywhere. You know when the trip for the Balkans came up, really only a few people applied for it and I think part of that was that people were afraid to go to the Balkans. I mean even the faculty here were just like, why would you want to go there...I think that anywhere you go, there is going to be something interesting and new and different, and so I would say that my international travel has made me want to go more places and see more things and do more new things and...I hope I can lend that excitement and that interest, again that

constant sort of desire for exploration, into my courses so that my students will feel that too.

The travel experiences for many of the faculty were those obtained from college trips with students. Organizing student travel abroad is a primary element of Kathi's position at *Eastern Community College*. She provides an interesting insight as to how important opportunities for travel can be for students.

Because I have been traveling with the students, I like to bring the things I learn by traveling into the classroom as well...oh while I was in Peru or while I was in Ecuador or I was over in Ireland, this is what I noticed about their culture and how they do things...I think my favorite part of international and globalization is watching the students experience something for the first time when we go somewhere. Many of the students we take abroad have never left the country before. They have never owned a passport. One had never even been on a commercial airplane before we took them away. So you bring them somewhere and at first they are really nervous because everything is different. It's usually in another language. Then you see them realize that there is more to their small little corner of the world and that sort of wide eyed awakening to the world around them sort of reminds me why I like doing what I do. You know, oh yeah, there are so many interesting things to learn out there in the world beyond just their town or city.

Kathi's travel experiences have not only supported her global teaching perspective, but have also transformed her students through a lived international experience that will serve to shape

a broadened understanding of the diversity that is found in a world society. All participants expressed that international experiences and travel opportunities provide an essential learning element for community college faculty allowing them to connect with the world and pass along any newly gained understandings through their work with students.

**Professional philosophy.** All participants shared stories that connected their global perspectives to professional philosophies. Participants conveyed how their experiences had shaped their teaching philosophies - experiences where they were learners themselves. The stories included early learning experiences and college learning with persons who were often viewed as mentors. Participants also shared their thoughts on what they believe to be good teaching and how that connects to their own practice as faculty in the community college.

***Impact from learning experiences.*** Brian recalled an experience in elementary school that provided him with a perspective that he believes continues to be present in his teaching, although it wasn't until years later that he truly understood what it meant.

I remember that I had a teacher in the fourth grade...I believe it was the fourth grade...that had it on the board - *Give a man a fish and he'll eat for a day, teach a man to fish and he'll eat for a lifetime*....I always remember that because she kept it up for the whole year, but as I got over in the high school and especially in college, I understood what it meant. Don't hand it to them. Make them, you know, teach them how to do it and they will be able to do it. I still remember to this day, I can remember going back to fourth grade...and I have just never forgotten that statement. It's always stuck with me.

David shared a story from his high school where an intervention by a teacher changed his future path, a story that he said he had not really shared with others before, but one he has used to shape his own interactions with students in his teaching.

I don't know how familiar you are with the K-12 system and how that kind of operates in terms of which students get put into advanced classes and which don't. It happens, it really happens...that your Middle School teachers make the call. So it is not a very good system because they really shape and change the education that you are going to get. It was all based off of those two or three decisions in eighth grade. I went into high school and I started in that level two class and my teacher was Mr. Dean...That level two class was just not, you know the people wouldn't do the readings, it was kind of chaotic...and he pulled me to the side about three weeks into the semester and said, I want to move you into an honors class...this is not for you; you can be better than this. It took me, you know I was kind of wow that is really nice. No teacher has ever said that to me you know and he moved me in. I can attribute where I am today to him you know because he took the risk and he took initiative to really say, okay I think you can do this....I think that is kind of where I go with my discussion with students in that...I don't know how to articulate this. It is not something that I have really ever talked about how what he did applies to what I do.

Erin's story is similar in that she attributes her interest in English and subsequent career as faculty to one of her teachers from early in her education who took a personal interest in her and helped her build a level of confidence that carried her into college.

Well, I have always done well when the teacher takes interest in me. I think that my first teacher to do that was my second grade teacher who...I got a puppy in the second grade and she wrote me a card that said congratulations and gave me like little dog biscuits and I think she even came to my house to see the puppy. She was very you know, I don't know why or if she did this with all the children, it just made me feel really good about myself. So over the years I have had teachers that have taken interest in me personally and have made me feel that I belonged in the educational setting, that I had the sort of intrinsic qualities that would make me successful and so those were important. And so that is really where I think my interest in English came from, in some ways.... And again I like learning. I like new information, and I like writing, I like my subject, my field of study and so that all I think is important to me being a teacher, that I have the right sort of disposition to do it and that I had been so encouraged by other teachers and instructors and professors that I felt like I had a propensity for the field.

Tom shared an experience that has shaped his teaching that occurred while he was in high school with an English teacher whose teaching remains a constant reminder that he needs to raise the bar of expectation in his own teaching.

She was very demanding, okay in a good way. I started to say rigid or strict, but those don't give...don't give the right quality to what I'm looking...what I'm thinking about right now. She was...she was...she very demanding. She had a high bar as far as you know what we were supposed to do...and she was very professional. So she

marked me....and I don't think I'm as demanding in any way as she was. Okay, I don't think I've set the bar as high as she set it for that English class in high school, but at the same time I know that...I'm constantly aware that maybe I need to nudge that bar just up a little bit more, you know...to keep nudging them up.

Jennifer expressed that her direction in college changed based on an experience in an undergraduate English class and her interactions with a professor who pushed her to open herself up to more than she had experienced coming from a rural community. This experience supported her development of a global perspective that she uses in her teaching.

I've always been a straight A student, like literally a straight A student and a perfectionist to a T, like I need medication. Oddly enough, I was not a very good English student....I was really a good math and science student. In fact that's what I started out as a major in college, but I found a very unique interest in English. Go figure. I have no idea. So, that's how I decided what I wanted to do and no one could change my mind. Also I wanted to do it because it was challenging. I had to work at it. Science and biology...I didn't have to work at it...it just kind of came. But English, I had to work at and (my professor) saw something in me that I didn't quite see in myself. He pushed me and pushed me and pushed me to try new things and to think about things in a different way, and so whenever I'm thinking about the international relationships, he really brought me out of that (Southern) County closed off mindset to opening my mind to different things, different ways of doing things, different perspectives.

*College and mentor experiences.* Most of the participants connected their own teaching to that of a former professor or other person with whom they developed a close relationship and often considered as a mentor. Carla shared that her experience in college with one professor was so profound that she can hear the words from those world religion lectures in those of her own.

When I was an undergraduate, I had a wonderful teacher...who taught World Religions and she is why I ended up being a major in World Religions. She lectured, you know, there were 200 of us in a lecture hall, so it was just a lecture based...but she had wonderful ways of putting things and so I still think about her when I teach the class. I just do. There are certain things I have had to change because the research has changed, but you know at certain times, I swear I am delivering verbatim things that she said in the classroom...I took a number of courses with her along the way.

Jennifer connects her global perspective to an experience in college that was so intense that she uses it in her own globally infused work with students in helping them make valuable connections to the learning.

I had a professor at (college) who was from Haiti. We read a lot and he was our instructor in minority literature, but I'll never forget him sharing his experiences with us in class and relating it to whatever we were reading. In that class there were only five students...and we all got together after that class after he was sharing some of the horrific experiences that he went through, because he grew up in the time where

Haitians were at war...and he had to leave his family and move to New York and eventually to Canada. It was a very moving story and we read a novel that took place at this very same time in his life and he did like the comparison and contrast between it, and I just remember thinking, I am so interested in this. It makes such a huge difference when you can incorporate personal experiences with what you're learning, and so to me from that, whenever I think about incorporating global ed, I always, always think about him.

Jean also shared a story of a mentor relationship with a professor that has significantly contributed to the way that she likes to convey material in the instructional environment with storytelling.

I have many who stand out, because I had wonderful teachers. It's more of someone who wasn't specifically my teacher, but I admire very much, and he is from NC State....He taught English literature, and he teaches it from a storytelling perspective, because, if you can keep their attention by telling the story that is accurate, it brings them the minutia to make it cool, then they will remember it. I mean if you're talking about Henry VIII again, and you talk about tomatoes and tomatoes being poisoned weapons, and how people ate on wooden plates and ate the worms that were embedded in the wood plates because we didn't have Dawn dishwashing liquid. If you make it a story that is current and that is also in the history, then they will remember it because it is so contrasting.

Some participants shared stories about their college mentor experiences that didn't

necessarily confirm a direct path in their own instructional work, but rather provided a foundation for the development of a new instructional philosophy about assessment and learning. For Kathi, her work as a teaching assistant allowed her to experiment a bit in the development of her own perspective on student learning.

You know, when I taught that first class, I taught the first class the way the instructor that I was a teaching assistant for taught that class. You know, we're going to have three tests and I'm going to give you pop quizzes every once in a while with multiple choice questions. That's sort of the structure of how I'm going to grade you and as I did that I thought, I don't really like it so much. I didn't feel like the students were mastering the information. I felt...what I saw was the student coming in and the minute before the class started, furiously trying to memorize whatever it was we talked about before we left the last time, because that was what was going to be on the quiz...They would simply remember it long enough to get the grade, and I said, that is not satisfying to me. So I started replacing the quizzes with what I call critical thinking exercises where I ask them to think about something and process it in a different manner than the way I presented it to them. I found that to be more rewarding for the student. It was sort of sneaking learning.

***Philosophy of good teaching.*** All participants were readily able to articulate what they consider to be good teaching and what it looks like in their work with students. For some, it was about how the material was structured and for others, it was more about the

environment that is created for learning to take place. All indicated that good teaching centers on the student. Brian shared that for him, good teaching is about good interaction.

To me, good teaching is good class interaction....It's not just one way - it's two ways. They are coming back and challenging me at times because they may ask me stuff I don't know, and I learned a long time ago I don't tell them a lie and I don't BS them. I do reserve the right to tell them I'm not sure and I'm going to check it and get back with you....But, to me it's back and forth, where you have got students... And maybe the conversation picks up where you got them back and forth, kind of a collaborative deal – everybody is picking up something from somebody else. To me, good teaching is that, you've got conversation both ways.

For Laura, good teaching is also about class dialogue and begins with the establishment of ground rules to guide the exchange among students and to allow for everyone to be a part of the conversation.

Good teaching for me is pretty heavily dialogue based. An average class for me is giving students some information to understand the concepts that we're talking about and that may be me in traditional lecture format...going, here's what you need to know about, a quick history of the British Empire in this area or whatever it is. Sometimes it is students who have done research on their own or look things up, and I ask them about it and then a lot of talking and a lot of back and forth, and lots of laying ground rules about how we talk to each other too, when we disagree. I would say that my classroom is fairly open, but also open with the expectation that you have

an opinion about something. I tell my students that you can get away with saying, “I don’t care” a couple of times in my class, but after that you really have to find something to care about, because it’s the world you live in. You can’t be apathetic all the time.

Carla believes that good teaching is about creating a welcoming atmosphere for learning that allows for building teacher to student relationships as well as student to student connections.

I think good teaching is that everyone in the room feels welcome and safe and that um...that they all not only make a connection with me but that they make a connection with each other. And so one, I learn names right away and just some basic things and I think most teachers do that but um...but I make sure they continue to connect. My model is more of a guided discussion. I do lecture because there is a lot of information that students...just you are coming in and we are talking about Hinduism... you can’t just have a discussion without getting some basic terms and ideas down. But then from there, we look at texts and we talk in groups and we do some things where they are always connecting with one another. So you said, what does good teaching look like? I think it looks like a conversation...to me, like a long conversation where people are excited to be there and interested in the class and know where they stand. I think for students there is nothing worse than to be in a classroom and doing work, but have no idea what or where that is headed.

David's teaching philosophy suggests that good teaching for him is assuming a facilitator role and letting his students take the lead.

You know, I guess I come from the school of thought that I am more interested in what my students have to say about it than me standing up there telling them what it all means. I think that the most fruitful discussions are those that they take control of and I just facilitate them. That is the way my film classes are. That to me works really well and I know some instructors don't do that because it kind of...you never know what is going to happen, right? It is not contained so it can go in different directions. I mean you can contain it, but every day you walk in you are opening yourself up for different things, different ideas and...that is where I see the most learning happening.

Nicky believes that authenticity in teaching is an integral part of her work in the early childhood education program – one that specifically serves a large Burmese population that is located in her college's service area.

You have to believe it yourself. You have to believe that we're part of this world and that we all have to understand each other to get along and that we are all human beings with the same needs and wants and desires. We all want our children to do well. We all want success in our children's lives...in our own lives. We all want happiness. We all want love. We all want family. And I think understanding that they are no different...people coming into our community are no different...their culture is different, but their needs and wants are the same as ours. And so I think

being authentic and understanding that and just having open discussions with...um, to kind of break down those prejudices. People come with their preconceived ideas and I am no different, you know, education breaks down those barriers.

Along the same line of thinking as with Nicky, Erin also values the connections among people and stresses the value of looking beyond one's own world.

I think it is important to acknowledge the human connection. I think in order for human connection...to really feel connected to other people...then we have to look beyond our own...what we look like in the mirror, how we communicate, you know, the language we use, what our own back yard looks like, what our own experiences are, and so to me, that has always been my major motivation - just curiosity and wanting to connect with people from other places and having an adventurous spirit and wanting to explore and wanting to go to places that I have never been. So I think it is important to get even beyond the idea of that we live in this, you know...we have this global economy and this free market and all of these sort of political and economic issues that come along with globalization. Just the idea that as an individual, a huge part of how I feel about other people is my ability to look...to accept other people for who they are and where they come from and their own experiences, hopefully that is something that I can impart to my students in some way.

As the stories of participants unfolded in the interviews, there was a clear connection between professional philosophies and the global perspective that shapes their work. They

reflected on their own learning experiences and on what they believe to be good teaching and how it perhaps connects to their own practice as faculty in the community college.

### **Global Infusion of Practice**

For community college students to be prepared to live and work as an integral part of a global community, it is perhaps in the classroom where they begin building a foundation of understanding. For faculty to provide the experiences to build this foundation, there are many aspects to consider in the global infusion of their work. While it is important for faculty to develop a global perspective from which to base their work, the challenge is perhaps in the development of instructional activities and practices that really connect with students in a way that is meaningful to their learning. Participants shared stories about their globally infused work in the classroom and the development of global activities and programs to support students in deepening their international understandings. They spoke of how they used their personal experiences and travel that had been such a vital part of the development of their own global perspective in cultivating that same sort of curiosity in their students as they began to open their minds to what it means to be part of global community – one that extends far beyond their own existence. All participants shared stories about a wide array of activities, instructional initiatives, and learning strategies that they had utilized in presenting globally infused instructional elements. It is important to note, that while the selection criteria of this study specifically included participants from institutions that had made a commitment to global education and who had globally infused their own curriculum at some level, they were very open as they shared perceptions as to why their colleagues may

be resistant to making a similar change in their work. There are three subthemes related to the global infusion of practice that emerged from the data and include: 1) approaches to curricular infusion, 2) connecting students to global learning, and 3) challenges to global infusion.

**Approaches to curricular infusion.** All participants eagerly shared stories of their global infusion activities and experiences in their work with students. The work of faculty in this infusion consistently focused on creating an instructional environment in which students were able to make a real connection in the development of their global perspectives. From across all participants, there were three primary methods of infusion: as a teaching approach, as focused content, and through experiences and activities outside of the classroom.

**Teaching global.** While all participants expressed that they teach globally, most shared that while they globally infuse their work, global objectives are not always found in their syllabi. A review of those provided by faculty confirmed that global infusion was not always specifically indicated at a teaching objective. For these faculty, the global infusion may be seen at some level in how they present their content or the ways in which they reference their material in a more global context. For James, global teaching may be in the form of a global conversation started at the beginning of a class.

I would talk about globalization every day. Even if it wasn't something about the curriculum, I would start the conversation in the morning about something that was in the headlines in the newspaper that's affecting the US economy. That might be the price of oil. I would do that on a regular basis, again because we were teaching

energy management and alternative energy. So I would have a subject and just throw it out and say what are your thoughts on that...maybe spend ten or fifteen minutes on that as an icebreaker before we got into our core subject matter. Pretty soon students would come in and say...did you hear on the news last night that Syria or Brazil... they started taking an interest, and reading not just what was happening in North Carolina or the United States, but they were starting to read more about some of these stories happening around the rest of the world...They were also seeing how these are having an impact on what was happening here.

Sometimes to get students to think globally, they need to be more open in their thinking and their perspectives. Greg's solution is to support the development of critical listening skills in his students.

I just think that when people are in conversations with people, you already have dialogue in your head of what you are going to say next and you are not really listening to what they are saying. So we just...I guess an example is just, I teach active listening versus um...I can't think of the word right now. Not passive. We use a different term for it. Critical...critical thinking and critical listening. We teach that so that active listening is being there and taking notes and critical listening is - how is this important to me and why do I need to know it - that kind of a thing. So, that is what we are teaching them or hopefully teaching them in the introductory classes.

Jean shared that she works to broaden the perspectives of her students by encouraging greater levels of diversity in their research of a topic.

I tell them to do the same thing when they are researching, that they can't research with one or two sources because that has...might be the same type of person with a narrow focus, narrow perspective, giving them the same information. But, if they can have at least five sources, then hopefully somebody will have a different perspective and bring in something that isn't as narrow. I like narrow, but I like broad also, and you have to have both when you research. The broad allows you to get the narrow.

Kathi's instructional focus in anthropology is what she considers to be naturally global, making it a natural fit in her instruction and in encouraging students to think at a more global level.

Within my general courses, because they are Anthropology, they are usually more global in nature than maybe math might be. I don't know. I'm not a math instructor. But what we try to do is understand, you know, what humanity is like in general in the various courses that I teach. So we will look at what makes all people the same regardless of where they are from in the world. We also look at how each culture is sort of unique and understand that even if it's different, it doesn't mean it's better or worse than what we know. It's just different and that there is something rich in understanding that difference and reflecting on it and understanding yourself better, because you understand differences and similarities.

For Laura, teaching global is no longer a conscious decision on her part, but more of the natural way she approaches her work, although, she did share that there are points in her teaching where it becomes necessary to back off the more critical thinking activities that

accompany a global focus and instead refocus on basic content, if students are having difficulties.

I think at this point, because it's just...it's so in all the classes, I don't even know if it's a conscious decision that I'm making anymore. It's simply become what I do. I think it's become more of a conscious decision to drop it out. I am more aware of times when I've say, got a class of 111 that they're progressing really slowly for whatever reason, it may be a bunch of students who got out of developmental by the skin of their teeth and we need to slow down. It's more of a conscious decision to drop that, especially in writing classes because it's kind of my extra, and get back into the bare bones of it.

For Brian, providing a global perspective is a more conscious decision and one that he adjusts in relation to the course he is teaching.

I try to stay current. If there is an issue with a country that maybe would impact (Southern) County, if it's an ag program or it would impact the grape industry...I do try to keep up....I think a lot of it comes down to, and in some of the classes I have to think, how can I infuse some global issue in this class? I have in the viticulture classes. I'll have students talking about harvest and I will say you've got to go out and get me an article on harvesting grapes from another country. Give me the article. Give me where you got it and write a short, you know, a "how does that relate to me" kind of scenario...a paragraph. What did you learn? How does that impact you? Did

you understand or did you gather anything that you can use for your own self-interest or did you learn anything you can use in your own vineyard?

***Globally focused content.*** All faculty conveyed stories of their work in global infusion. While that infusion activity may be in the context in which the information is presented, most faculty also shared that they provide specific program related content, although as previously indicated, it may not specifically be identified in a syllabus. Evelyn shared her experience in the global infusion of content in an online course.

They have many forums where they have to interact with each other because this is an online class as well, and it is very interesting how they react in that forum to different types of things. One of things that I have for each of the three components of the internationalizing part of the class is a forum on comparing the United States with another country and what they learned most or what was the most important thing that they learned. They can react with each other and they actually do, agreeing and disagreeing, but they are doing it in a very civilized way and it seems to me that is a mark of what you want them to do. Some of them say, I have had experience in this society. I think they chose Oman and Jordan because they are very peaceful countries by and large; the Middle East is obviously not the same. We always ask where people are from and some are from New York, and that is not North Carolina, and we talk about subcultures and things like that and I find that by and large the older students are very good to have in what is not a homogeneous class, and that is what I like about the community college.

Additionally, Evelyn shared her strategy for bringing focus to global elements that she incorporated into her instruction, primarily because global may be “too global” for them to comprehend.

Chinese culture is over 3000 and possibly as many as 5000 years old depending on where you start and you cannot possibly do all of that, so a little bit. You have to take your students interest and what works. So, I look at the culture surrounding Chinese youth because my students are interested in people more or less their age, and they have changed dramatically since the Cultural Revolution – the post 1980 generation. So, you’ve got to narrow it down into something that is doable, because if you just look up global, you are just not going to find anything that is doable in a community college curriculum....I think it is hard enough for educated individuals to get a handle on all of globalization. It is almost impossible for our students to just look at global things. Even in our history classes, we’ve got to break it up in sort of units for them to try and figure out this is going on in the Asian world and this is going on in the Western world. It’s hard enough, but I have found that if you have discrete assignments, they do much better and have more of an interest in the world as it is.

Greg shared that he routinely builds global understanding into the course content in the culinary and hospitality program that is perhaps more practical and directly relates to a work setting.

I teach a class called food and beverage cost control and the name doesn’t seem very international or global, but there is a whole section in there that we talk about dealing

with a global business community and things as far as if you are going to be working in a Caribbean Island setting, there are a whole list of rules that go with that as far as dealing with the locals, land permits, you know, everything that goes with it. So we spend a lot of time looking at different parts of the world and what their business needs may or may not be. When we get into the global business aspect of it and the cost control class, I go into different opportunities that there are as far as traveling, things as simple as currency exchange - what is it, how does it work, should you get paid in US dollars or should you get paid in you know Canadian dollars? Which one is better for you if you are going to work overseas? Um that...all of that encompasses more than just what is happening in North Carolina.

Jean teaches a course that is the only humanities that engineering students are required to take and the inclusion of global content has to be more direct.

I have been asked about my technology in society class, Humanities 110, because people have said that the engineering students only get one humanities course and this is the one that is required and they wanted to make sure that this course had a global perspective. In the course we talk about water. We talk about electricity. We talk about dams in different areas of the world, in Latin America China, and how it affects the flooding, but also electricity, the pros and cons, the consequences...unintended consequences, the World Bank. We talk about micro businesses that are started in small African communities and how they grow. So, every part of the course has...every chapter had a global perspective, but if you were to look at that course, the

syllabus for that course, you would not know it, because the syllabus shows topics, but it does not show the content. All of my courses are global.

Jennifer brings global content into her classes in the form of a final research project on another country that students have to complete. Instead of bringing the information into the course in the form of content, it is more of an outside activity of which students have to develop independently based on each student's own interest and perhaps background.

With my English and reading which I haven't taught in about a year, the students absolutely love the final projects where I have them do the research on another country....They have to do poster or Prezi or PowerPoint or something showing the different aspects of the country and in each class they have to bring in a product or something they have created that deals with that country and that culture. A lot of times it is food, and they have to explain their food and why it fits in that culture and how they made it. And then you actually have a lot of students who, if they are from that native country, they bring in a quilt or a handmade craft or that kind of thing from their country and they have to explain it. Those things really hit home with the students...like this is really cool learning about all this stuff. That would be how I teach it and how I get them involved.

Kathi's strategy in the infusion of content with global perspectives is to maintain a broad focus in the development of her instruction.

I try to give a broad range. I try to not just focus in on maybe one area of the world or one issue, but try to give them a broad range of things to think about....In my

comparative cultures course, I chose those cultures carefully. I chose one from South America. I chose one from sub-Saharan Africa. I chose one from the Indonesian area. I chose one from North America because I want them to see a full range of different cultures from across the globe....If we only focus on Spanish-speaking countries, people would have a very good sense of Spanish-speaking countries, and they are important because they are close to us, but it's also important to understand people in India, China, Africa and Europe because we are interacting with them as well. And just because I like Mexico, because that's where I did my research...doesn't mean that that's all I talk about.

Additionally, Kathi expressed that expanding her instructional focus beyond what she is most familiar with may actually push her into directions that increase her own learning.

As a community college person, I've had to broaden my horizons that way like you know when I did my research at the University you tend to focus in on one area and become an expert in that area, but in a community college, I have to become more of a generalist because our students are taking those beginning level courses and they are not getting those focused courses until they leave us. So, my job is to be more well-rounded and to give them a more well-rounded perspective that helps them hone in on whatever they choose to focus in on later by giving them a taste of all of it.

***Global experiences beyond the classroom.*** All participants shared stories about globally infused activities that extended beyond the classroom of which they considered an

important support element in their work with students. These activities include campus opportunities for participation in reading programs, international movie and video presentations, guest lectures, arts presentations, and other global learning opportunities of the colleges. Erin shared a story of how she connects her instruction to activities that are college-wide.

One of the big ways is through the All College Read program that um I am actually the co-chair of this semester....our president, he was really encouraging more globalization and internationalization of the curriculum here. So we decided to make our All College Read always an international author or from a different global perspective than a Western or North American perspective....I just screened a film from Columbia that is sort of, you know, related thematically to the book “Maria Full of Grace” so...I showed that yesterday to students which was an extracurricular kind of programming.

Frank includes a campus-wide presentation of international videos in his teaching by embedding requirements associated with the viewings in his instructional activities. The assignment is one that is shared by other faculty as well.

Basically what we do is...they have to pick two videos. We have about 27 showings or something. Usually on Mondays 12 to noon, we don't have any classes, so we usually try to make most of our showings then. We'll have them some other times. We have some in the evening for the night classes. They have to watch at least two videos to get full points. They get 20 points for each of the videos they see. Then

they have to write a reaction paper of which they can get up to 60 points on. We give them a layout...like it should be telling you what you liked about this, what you didn't like, how has it impacted you? So they write this reaction paper and that's 100 points out of 400 points for assignments. So, it's a pretty big part of your grade.

Kathi is the head of the study abroad program at *Eastern Community College* and works to connect in-depth cultural studies to upcoming study abroad opportunities.

Part of what I do throughout the entire year, depending on what time of the year it is, is talk about the opportunities that students have to experience something global or multicultural first hand. So we will promote our upcoming trip for the year during the fall semester and we will give orientation sessions about where we are going and the culture and the in-depth cultural studies we will do while we are there. Once we figure out who our participants may be for the trip that happens in the summer, we will spend the spring doing an in-depth study of that particular culture. This coming year it is going to be Ireland. So we'll look at culture, history, economy and things of that nature...art, literature....We'll do some co-curricular activities. We would bring guest speakers in to talk on a topic...within that culture or area we are studying. We may do like a small get together where the students may have some kind of event or we might go to a museum. We might watch a movie that comes from that culture area or from the history of that particular area of the world. And then, right before we leave as part of the coursework, we'll do some in-depth research on that culture area.

The students will pick a project where they will look at one aspect that they are going to research while we are in the country.

Laura spoke of how she used themed activity in an English course that she taught and connected it to a project that brought international artists to the campus.

Oftentimes, I will come up with some sort of theme either for the entire course or for a section of the course. The last time I taught English 112, we were preparing for Dominican artists to come visit and do art projects across the community with our students. So we did probably a six week unit on the Dominican Republic. I showed them a film about some Dominican history. They had to look up articles about what was going on in the DR and it happened to be at the same time as the presidential election, which worked out very nicely. I just kind of got students thinking about the American involvement in the country, the immigration patterns that have happened here, and once I've kind of introduced the topic, I allow students to fan out and find something within the topic that they find interesting.

Laura expressed that after she prepared the students for the arrival of the Dominican artists, she extended the learning to include face-to-face interaction for her students.

We actually had the artists on campus. So I was pulling my students out of class and...we're going to walk over here to the student center and you're going to talk to these guys about stuff. You're going to see that some of the stuff we've talked about shows up in their artwork...Were talking about themes – we were mostly doing mid-century Dominican culture under Trujillo – so, I was talking about how 40, 50, 60

years later, they are still dealing with the same things in their art. We are going to go talk to them about this stuff. My students had a really wonderful time. They were practicing their Spanish. They were helping the guys with their English and it was probably the most comfortable type of global experience I could have imagined.

The global infusion of faculty work may have been presented as occurring in a variety of practices; however, there was one significant common thread among all participants. They expressed a goal of wanting students to personally connect with global elements in an instructional environment that supports the development of deeper levels of understanding – an instructional environment that includes both classroom experiences as well as learning activities outside of the classroom.

**Connecting students to global learning.** In the development of globally infused learning opportunities for students, all participants shared stories of how they work to build a personal connection between students and their learning. From among the stories shared, there were two primary ways in which they worked to achieve this connection. One way was to create personal or perhaps emotional responses in the students to the persons or circumstances being explored, and two, to structure the global material so that it provided opportunities for students to discover similarities and differences in what they are learning about other parts of the world in comparison to themselves, their personal lives and the perspectives they may have about the world.

***Creating emotional connections.*** All participants shared stories of how they provided a global perspective in their work with students. An element that was present

among most of the strategies and activities shared was one that specifically sought to develop very personal emotional connections by the students with the hope of developing a deeper understanding. Participants shared that they worked to achieve this by placing students in situations where they were directly interacting with persons of other cultures or countries, or through providing global content where they could explore often significant similarities or contrasts between their own environments and understandings and those being introduced. Kathi shared accounts of how she supported the development of these connections through personal interactions between her students and persons of other cultures.

The final project in one of my classes is to interview someone about something that is beyond their scope, so we use the word culture, but we use it very liberally. Not everyone knows somebody from another country, so sometimes it's just a sub culture or folklore culture or dance culture or tattoo culture, something like that. I make them analyze it and make them think about it and formulate questions ahead of time and learn about someone who's different from them in some way and then internalize it and tell me something that they learned from that. Not just saying, I asked them this and they said that, but processing that information and sort of telling me what they got from that....I think that talking about things is good and we learn from talking, but I think we learn more when doing or interacting and internalizing. Not all students are going to go to another country, but all students can interact with someone who is different from them in some way, whether it be driving a Burmese grandmother to her doctor's appointment or working in a soup kitchen or

interviewing somebody who came from Thailand or whatever it is. They can learn something about globalization and internationalization and they can also learn something about themselves.

For Carla, the strategy to provide interaction with persons of other countries and cultures was developed as a part of her class with the interaction among a very diverse classroom of students who created a community of learners. This is an experience of which she considers one of her most memorable.

You always have classes of students that are just...stick out for whatever reason and this was a couple of years ago. I taught a night class here at our...campus...a lot of them were international students, so I had that added benefit of teaching World Religions to a group of people who were from Ethiopia, Romania, Mexico, Peru and Nigeria and then a number of students who were either from North Carolina or up the east coast. And they tended to be older students and what was great was because of that they were not shy at all about asking any type of question, but not just to me but of each other. What was great about that in particular is that they were all bringing in things from their home countries. Sometimes when there are just one or two international students in the class, I really try to draw them out....but they don't want to talk in front of the class. But these students, there was not a single one that did not mind bringing it up and, you know, and then something would come up and someone would find an article related to what would happen in Ethiopia. So they would post that because one of our students was from Ethiopia. It was just a great class that

way....It is mostly them bringing it in and making connections in a way that I think were really wonderful.

Jean shared an experience that she had with an introduction to film class in which she provided a global learning opportunity for her students to communicate with other students, however in this case, the students were in Lima, Peru and the interaction was via Skype.

It made the world not so large. Here they were - we were having trouble with the technology, not on our end, but their end. But the funny thing was they kept saying that we don't have the technology for this, that, and the other, but with the students, they used an iPad, they used the telephone, they used a computer, they used a laptop, they used all of the technology we have here to make that interview work. So, even though we had gaps in reception, the students here were like, it's not that far. They speak English almost as well as we did. They had a little bit of an accent. They had the same issues we had with everything. They were interviewing the students and those students were interviewing us. It made the world not so scary for those students.

Most faculty shared experiences of providing global content that was structured to provide opportunities to develop personal connections and to see similarities and differences that may exist between their own lives and what they were learning. Evelyn works to build a personal connection through comparison of cultures.

In my introductory sociology class, we start looking at culture and my theory is that you never understand your own culture if you can't compare it with some other place.

So after reading the first chapter, we emphasize and have part...the test is part multiple choice on basic concepts and the other part is essay...that they need to compare culture with the United States. I have an extensive PowerPoint that looks at the similarities and differences between the United States and China and their essay is on using the vocabulary words like ethnocentricity, norms, language, subcultures to describe the United States and China and that is about a four or five page documented paper. I do give them extensive references on China because I think it is important that they know what good references are.

Alan shared a story that involves a graphic comparison of how animals are viewed quite differently in different parts of the world.

With my students, especially in environmental biology, we talk quite a bit about the differences between what it means to use resources in a developed nation and what it means to have access to these resources in a developing nation, so those conversations happen quite often at least within that one class where when we look at the impact of purchasing on the planet. In 112 or zoology where we talk about biodiversity, we go into our cultural view of something like a primate as being a very interesting thing you would see in a zoo, where as in a developing nation it might be a source of food. So, it is very hard sometimes or it's a little shocking for the students to realize that something like bush meat is a very common thing over there. Things that we say, like, it's an exotic animal that should be appreciated for its beauty, they appreciate it because it is protein.

Kathi shared how she incorporated a global perspective regarding things that all people may have in common, although initially, it may seem more like differences.

In the classroom itself, we will be talking about you know some aspect of things that all people have in common, you know like, who we consider family or what we consider food or things like that. People look at you like, wow that's just weird and then we think about it a little bit and we start talking about why we do the things we do and sometimes we don't think. We just do things and that's how it's done. When you start unpacking that and sort of really thinking, why do we do that? You see the students sort of...you see the wheels turning and you see them go, oh yeah. I'll say, do you wear symbols and they'll say no. Like, you don't wear any symbols at all? You don't wear anything that symbolizes something that we couldn't tell just by looking at you? They say, oh no. Then I'll say, okay who's got a logo on their T-shirts? Who is wearing a necklace with something on it? Who has a tattoo? And then they start, well I guess I do, but to me that's not a symbol. I'm not thinking of it as a symbol, it's just part of our culture. Then you see them start widening their perspective of how the world works and that is kind of cool.

For Laura, providing comparison opportunities can provide for visualization of differences that challenge perspectives that students may have about the world.

One of my favorite things is in my British literature class, I teach *Heart of Darkness* by Joseph Conrad about a voyage up the Congo River at the turn of the 20<sup>th</sup> century. I use Google Earth to show them how they are making this voyage and what the

Congo River looks like and what a journey it is and all the places and at the time, all the empires he was going through. Giving them that visual, a lot of my students go, I just thought it was a boat trip...and I say, dear God no, it was months of hell on the seas, clinging to the coast of Africa so you don't get swept over to South America. Maps are incredibly helpful for them. There's a piece I found recently, it's a West Wing clip that is actually based off a real movement of mapmakers and cartographers and geographers that want to use a different map scale because the one that we use that's flattened out the globe makes Africa much, much smaller than it actually is. And so, when I show them how big Africa really is, which is part of that *Heart of Darkness* piece. And then one of the other movements is to flip the map upside down, so the southern hemisphere is up and the northern hemisphere is down instead, and we had some really interesting discussions last semester about what that would do to how we see the world, you know, because we have a view of the world where we are very much literally on top looking down at everything else and that the countries are smaller.

***Building faculty-to-student connections.*** All participants shared how they globally infuse their work with stories of their own experiences in order to build a personal connection with students. These experience often included international travel as with Brian's first-hand account of life in India and something that many students may take for granted – hot water.

I used this example just maybe a week ago in my electrical class. Most everyone in India has a water tank that sits on top of the house. It's painted black. All of their water is heated like that. That's just as simple as it gets. That was an eye-opener for me, to see that. I kind of pushed it aside at the time, well that's a way to do it. I never really thought about doing it like that. It makes sense. I get back here, and we're talking photovoltaics...and I said, but you guys know there's more things you can do that just generate electricity. I said you can heat water...and I was able to relate to them. When you go to India, you don't see very many hot water heaters at all. I said, their electrical grid is not up to par to even handle those conflicts. What you see is a tank on top of the roof painted black. I never really thought at the time I was looking at it and then I get in this class and two weeks ago I was going back to something I had seen two years ago. Being able to relate it, a global perspective if you will, of how solar is used...and then you come back and two years later you're actually able to infuse what you've seen in a classroom.

Erin shared her story of when she used reflection from a trip to Sarajevo to provide a more personal global perspective for her students and the emotion that she felt for the families in that region.

So that was a real eye opening experience for me...seeing the visual of going into Sarajevo and seeing all of these buildings with bullet holes....So if you look out at that wall behind you, there would be, you know, three hundred bullet holes and then some places where there were probably some mortar shells that had exploded some of the

façade on the building. So seeing that and then thinking about myself if being, I guess I was fifteen around when the war was there, and trying to go through daily life while their city is under siege and then how that passes down....having that experience in a family of going through that and probably having family members die and having to refugee out of the country....then how that passes down from one generation to the next, so that was a really eye opening moment for me in terms of my perspective of hardship in my life in comparison. You know we all have hardship...and to bring that to students as a personal experience that I have had, and I think sometimes in classes that whenever I bring up an anecdotal experience of something that I have been through, students' ears always kind of perk up because they are learning about me as well and it personalizes the material and so that is something that international travel has done.

Kathi approaches her work in global infusion as a joint venture with her students in that she is not asking them to explore anything that she had not explored herself. She considers that to be an expectation that her students have in her.

I think in my area in particular, if I'm not global, it sort of like, I'm asking you to walk a walk I haven't walked, so in some ways to be an anthropologist you need to have...not really have traveled to another country, but interacted with people of other cultures. I think they expect that of me, and I think they should expect that to some degree from all of their instructors. Technology has made us all so global in lots of different ways without ever leaving maybe even our bedrooms sometimes, that if we

can't relate to that in some way our students are beyond us at that point, I think, because they are interacting with people in Japan on Facebook or whatever they're using...giving them contact with people thousands of miles away in many different places all at once.

Letting the flow of the class generate organically from the presentation is the way Tom connects with his students in a more personal way than he believes could be achieved with a more traditional approach.

I like to spring organically from what I have planned you know and let...let the class go culturally with the questions that come from what I've presented and...I enjoy that myself because a lot of times I don't know what they are going to ask me.

Sometimes...most of the time, I'll know the answer, but I am the kind of teacher...

I'll say to them, if they ask me a question after all these thirty some years, if they ask me a question and I don't know the answer I say, I'm sorry I don't know the answer to that but...I'll guarantee you, I can find out. So you know sometimes I learn and that's really a plus day. I try to establish a rapport with my students to let them know it's safe and the very first day I tell them I am going to make mistakes, hopefully, not that many, but when I make a mistake call me out on it....there has to be a rapport between the teacher and the student. I've been in too many classes myself where I was scared to death of the teacher. I wouldn't have asked a question to save my life.

Erin works to build a personal connection with her students in her teaching by relating some of their struggles to those she has experienced herself - creating a bond of understanding.

If there is a paragraph that I don't like, I will work on it until I am so frustrated that I just want to scream. So I have had over the years, I have had that struggle within my own field and that has been a tough learning situation for me. So what I try to do with my students, I guess is to encourage them to figure out what kind of style of learner they are and how to accommodate that, rather than fight themselves so hard.

In the development of globally infused experiences for students, all participants shared stories of activities and strategies to build a personal connection between students and globalized elements. There were two common threads among their stories as to how they approach the challenge of making this connection. The first was to create personal connections between students and the persons or circumstances being explored, and the second, to structure the learning opportunities so as to reflect both similarities and differences in what they are learning in comparison to themselves, thus challenging what they think they know – actions that support the development of a more open-minded perspective of the world.

**Challenges to global infusion.** While all participants shared stories of the global infusion of their work with students, each also shared some of the perceived challenges with implementation of a global perspective in the community college setting, primarily resistance from both students and colleagues. For students, the resistance appeared to be related to the addition of global material when an understanding of its importance may not have been established, coupled with a negative understanding of what globalization means to the community as a result of business and job loss. Resistance may also be seen in the reluctance

that participants have experienced in their work with colleagues, and how that has impacted efforts to build a collaborative teaching environment at their respective institutions.

Participants shared that all of these circumstances contribute to challenges that may occur with global infusion.

*Student resistance to global perspectives.* Depending upon where students live in North Carolina, they may have experienced or been impacted in some way by what may be perceived as the negative influences of globalization. Other students may simply not understand why it is an important element in their education. All participants shared stories of how this entering negativity may have influenced their work with students at some level. Jennifer conveyed that she feels students expect, at first, that she should agree with their perspectives, but then uses that entering negative perspective as a foundation for a discussion that seeks to explore the positive aspects as well.

Well, a lot of times students that come in from industry or the workplace have a very negative view on globalization, because it's primarily affected them as far as they may have lost jobs due to outsourcing or what not, and they expect me, I think they expect whenever I say were going to talk about globalization, I feel like they either want me to agree with them that globalization is really bad or to show them how globalization is not that bad. So I have to walk a really fine line on how to do that as far as you know...we put it up on the board...here are the pros of globalization...here are the cons of globalization. I try to show them that I do agree with them and there

are some negative aspects and that it does affect us, but learning about globalization and of other countries' cultures can help us deal with those negative aspects.

David shared that he has to offset what his students learn about global issues from the media, which is where much of what students know about the world originates.

A lot of what we get in the media is negative, if you look at any story on China it is not the positives, it is always the bad things. It is always the fact that the Chinese are taking jobs away from you, well no it is the American industries that made the conscious decision to move to China. I think, I just don't know that there is a strong sense of it beyond that and again I think it goes back to this xenophobia too, this fear of other cultures. I don't think it is racism, but I think it is just ignorance a lot, you know, it is just not knowing what an average day in the life of a Chinese citizen looks like and not really feeling the need to find that information or even care enough to see what that is like. I don't sense that there is a great deal of understanding of what goes on in the world around us.

In addition to offsetting an entering negativity that all participants shared experiences of from their global teaching, they also confirmed a general level of what may be considered global indifference or a limited global understanding among students. Laura conveyed that although the inclusion of global perspectives may at first be unexpected, eventually most students understood that what she had introduced was a foundation from which to build their understanding about the world.

I think by the end of the semester, they are okay with it. I think the ones that are not prepared for it, I think it's a bit of a surprise....I do get students who have gone on either to the workforce or to four-year institutions who have written back to me and said that the 111 and 112 classes that I've taught for them have been particularly helpful, not just in terms of writing for the work world or for their other classes, but just giving them a foundation for things that... you know, they'll hear stuff and they'll go, okay that kind of sounds a little like something that we might have gotten started with. A lot of what I do in 111 and 112 with globalization is kind of a bit of a tease. It's a little something to catch their interest and to give them places to go, and hopefully, it's something that they hear about in some form or another later on, but I love it. Towards the end of the semester, students are sending me articles about stuff. They are sending me You Tube links about things. Yeah. They get into it by the end.

Alan remembered a time when he had a student ask why an individual should care about helping to save the planet when we as Americans are in the minority in the world population.

One thing that really sticks in my mind is when I was teaching this course years ago, I was saying, you know, this is what you can do as an individual to help save the planet, and one student raised his hand and said, so what if 3 billion Chinese people decide they don't want to do this? My action as one of 300 million Americans, does that really offset the fact that nobody in Asia is going to do the same thing? We are a minority population and the majority of the population...is it really going to have an impact? And I simply say, you're right, billions of people are not going to take that

same precaution that we...our 300 million are going to take. Maybe that little thing is, you know something we need to think about and that's not the solution. There is so much change going on right now. My courses have become more and more and more open ended, as well as the answers that we can look at as issues, we can look at as problems, but the answers are going to come from the students as they grew up, and if we leave it kind of open ended, it might be the best way to do it, since they're growing up in that world.

Jennifer shared that she believed student negativity may be associated with the perspective that global work may be considered outside of what the students believes is required. She recounts a story of a time when students were to access international videos as part of her class.

Although the perceptions start out somewhat negative, and not because of globalization, like I said, I think it has to do with an outside activity that they just don't want to do because it does take time. The videos are about 45 or 50 minutes and they have to do it outside of class on their own time. They start out negative, but then at the end, they come back and like...I can't believe...I had one student the other day who said, what exactly is Hindi? In the India video, the girl asked how many students in America are taking Hindi, and I said that's the language they speak in some parts of India and she said oh really, I wasn't sure if it was some kind of dance or something like that. Well how many students are learning Hindi and I said, in the

public schools? Zero. Now maybe in the colleges and some of the larger universities, there might be a class in Hindi...who knows.

James shared experiences similar to Jennifer about the entering skepticism of students as to the relevancy of the material to the subject matter of which they were expecting to learn.

In rural North Carolina, I think in the beginning when we first started talking about it, you can almost see a question mark on their foreheads, like why? What does this have to do with what the subject matter is that I'm here to learn? It's taken it through step-by-step and again, you've got to sell it. You've got to. You can't force-feed it. You have to help the students understand why it's relevant to the subject matter. That's difficult with some students and other students embrace it. Our biggest challenge, and for a lot of schools, is that if the faculty don't see the importance of globalization being infused in the curriculum, then the students are never going to get it.

For Brian, it is about opening the minds of students to the idea of globalization and why it is important to them and their communities. He uses activities developed around the video series, shared by other faculty at his college, to generate more open thinking on the part of his students.

Initially, a lot of them really don't seem to care. I don't care what goes on over there. I don't care what they do there. But, the more you explain it and we've tried to use some of these videos to kind of get them thinking outside the box or outside of (Southern) County if you will, but a lot of times you get a lot of negativity from it.

They don't care... I don't care what they're doing. That don't impact me. We do a reaction paper and ask on these videos...one of the questions we put in is to tell us how this impacts you, your family and your county. And, a lot of them will give you this...it don't impact my county...it don't impact me. But, I think if you explain it...that's where we fail as instructors sometimes is to actually explain what we're trying to do, why we want you to see this. I think that's where we miss the ball maybe.

***Faculty resistance.*** While all the participants in this study were selected based on the global infusion of their work with students and actively working toward globalization efforts at their institutions, the participants shared their perceptions of the resistance and fear that they have experienced from among their colleagues as they have been confronted with infusing global elements in their work. Most expressed that they believed the resistance was primarily related to a propensity to avoid change in general, a limited understanding of the importance of globalization as related to their specific field of practice, or to their limited international experience. Erin conveyed that she believes global experience is a key element, but in general, resistance may come down to added work on the part of the faculty.

I think sometimes it has to do with interest in general and maybe experience too, so someone who really has had good study abroad or travel and really liked to travel, can bring their interests and their personal experiences into the classroom and may want to, depending on subject matter, and if they feel like that is really relevant to what they teach. I think probably for some programs it is a little bit harder maybe to

incorporate that in a way that makes sense to them. Then I think that some people don't because...it's extra work or they feel like they are not an expert...or they have a system that is working for them and...they have got their classes and you get to that point where you have got the perfect setup, you know, so why add anything new or change.

Jean's experiences support the thought that resistance is an outgrowth of the need to add more material thus changing the balance of what they include in their classes.

The other reason they don't do much of anything new...is simply...that you already have so much to cover that anything you are asked to do or suggested to do feels like additional material. In especially content driven courses that seems like, I can't even get to the War of 1812, how am I going to add, you know...I think that people are used to teaching their class a certain way and so you are asking them to change a component of it. They feel like they are going to have to leave out something essential in order to do that. I mean most faculty seem to say, I wish I had more time even though they are ready for vacation. There is always something more that they could be teaching. And you know, if you ask most faculty, they would say, sure I would like to do global, but will they actually do it. It depends on if they feel like they will have to trade that off for something else.

Frank was rather blunt in his summation of why faculty may choose to be resistant to globalization or just change in any form. He sums it up with a single word.

Truthfully, I think a lot of that is laziness. If you're going to change something in a course, then it requires effort and work. A lot of them stay at the same place, same thing. They don't have to do anything. I think the ones that are innovators and try to do things, are doing that. The ones who keep their stuff the same, that if I went back ten years ago, they're teaching the same way, or five years ago, they haven't changed anything - not just globalization, they haven't changed hardly anything. The ones I know in my department who are innovative and try doing things, have done that.

Well, I'll say it, but that's what it basically to me is. If you care, you will do stuff and you will put the effort into do it. It doesn't require effort to just do the same thing over and over again.

David also attributes the reluctance that he has observed to faculty not wanting to do anything new, if what they are doing is working in their teaching.

I think, you know, with community college teaching, we tend sometimes to maybe get into our comfort zones because we are doing the same classes every semester for x amount of years, so we know what works. So, I am like if it is not broke, why are we fixing it, you know. So if it has worked without incorporating the global component, then why take the risk of incorporating in something that might not work. But, I don't know that that is just community colleges. I think that that might be across the board.

Laura conveyed that resistance may be related to a fear of something unknown; however, it could serve as a motivator to push one beyond the current comfort zone in teaching.

I think some people, to be honest, might be a little nervous about it, because I think dipping your toe into foreign waters is scary. I think that some of us that do it may be doing it for the thrill of dipping our toes in other waters. A lot of mine has been related to grant studies too. In my mind the more travel I can do and the more grant workshops I can do, the better teacher I am....So once again, some of it starts from selfish motivations of making sure that the class was lively and entertaining and helping me push myself out of my own comfort zone too.

Based on his experience, David has found that resistance shown on the part of other faculty may actually be a result of fear in being viewed as an imposter in the classroom.

I think we all tend to get comfortable in our areas and what we have taught over and over again that we maybe don't want to break away. So I think part of it is this idea of becoming looked at as the fraud or the imposter and I think that is easily remedied by coming in and saying I don't attest to knowing everything about this culture, I don't attest to knowing everything about this subject area, but I am willing to learn it and I hope you are along for the ride. And I'll give you the best information I have and it is going to be accurate and credible to my knowledge you know. But I think there's the tendency to think that maybe you are going to be seen as an imposter and there is also the tendency to just go through the motions sometimes.

Jennifer's assessment of faculty resistance is based on her work with the development of a standard module for the college's Quality Enhancement Plan for SACS reaffirmation in which she experienced much opposition.

I'm in charge of doing the ACA schedule and when we started our QEP, we trained our faculty. The ACA class is a canned course in which each instructor is trained in the course. They actually have to take the course....In our QEP it says that all of our full-time faculty will be trained and will teach the course. I get a lot of opposition about them not wanting to teach the course and it's primarily because it's not... it is not a lecture-based course. There is work they have to do with it. It's not reading notes. You know what I'm saying? They don't feel comfortable doing that and a lot of the things that we do. I don't think that our faculty understand what globalization is. I don't think they understand international matters and they don't really incorporate that in their curriculum because they simply don't feel comfortable doing so. They may or may not feel like they know enough about situations and implication of the different things that are going on in the world and how they can make those connections in the course content. I have found more instructors don't incorporate any piece of globalization or global aspects into their curriculum than instructors who do incorporate the global aspect.

For Erin, a fear of not knowing enough about a specific area of content may be more of not knowing how much knowledge is enough to be able to effectively present it to students.

There is that learning curve and you do have to do some extra work to teach yourself about whatever it is....How much do you need to know, how much do you have to know? Do you have to know the whole history...the whole political system, all of the cultural customs? You know...I don't think that you do. I don't think that to embark

on...on a study of other cultures, you have to be an expert on that culture. And I think...there is some learning that goes along with it, I did not have time to learn everything there is to learn about Uganda before I taught that book and so we kind of went through that learning process together.... You know, I learned from them as much as they learned from me.

While all participants shared stories of the global infusion of their work as faculty, they expressed that it does not come without challenges, including resistance in the community college setting. A limited understanding as to the importance of building global perspectives, fueled by a negative perception of globalization based on the impact students have experienced in their own communities can result in an entering closed-minded reluctance to learning. This reluctance was also seen in their work to bring colleagues along in the global movement to infuse instructional processes for the benefit of students, thus adding to the challenge of developing and maintaining their own work in global teaching.

### **Influences of the Institution**

Community colleges each have their own institutional environment that is influenced by the college's mission and areas of strategic emphasis as directed by senior administration. This institutional environment can have a significant influence on faculty as they approach global teaching. This influence may be present in various forms. It could be in an articulated organizational commitment or in a program of structured support for global development opportunities. A critical element of a college's global commitment is perhaps its faculty and how it works to address the institutional objectives in serving students. Based on the

selection criteria for the institutions included in this study, each of the community colleges has made a commitment to providing an educational experience that includes global instruction to prepare students for a workforce that is being impacted by the expectations of a world community. As primary providers of accessible educational opportunities for these communities, the chief responsibility to provide global skills and understandings may fall to the community colleges and thus to its faculty. In the interviews conducted across the three participating community colleges, participants shared stories of how their work is influenced at some level by the global commitment of their institutions and the initiatives, activities, and structures that are in place to support their work. There are two subthemes related to institutional influences that emerged from the data to include: 1) organizational commitment and 2) working with colleagues.

**Organizational commitment.** The commitment to global learning by an institution provides a tremendous foundation from which participants expressed had been used to support their globally infused work. Participants shared stories of how this commitment was demonstrated through campus initiatives and global learning opportunities that include special task forces, global committees, opportunities for students to study abroad, or projects for all to gain international perspectives on their campuses. This institutional commitment to global education was also discussed by participants with regard to support structures that have been generated for professional development, yet with these support structures, most participants conveyed that they did not believe there were any real expectations of faculty as

to how the experiences will be used in teaching or in extending it further to the college and community audiences.

***Commitment to global philosophy.*** All participants shared stories of how campus initiatives have influenced their work. One specific area of commitment may be demonstrated in the college's affiliations with global organizations. Criteria for the study included institutional memberships in three primary community college organizations that support international education and include: World View of UNC Chapel Hill, the American Association of Community Colleges, and Community Colleges for International Development. With reference to these organizations, Carla at *Central Community College* conveyed that she believes them to be a positive influence in her work.

Well, I think that World View is a big one and I am sure the AACCC impacts us because I think that we have a good relationship with them...just so, I think that...I don't think that they are necessarily delineating policy or anything, but I think that something like "Reclaiming the American Dream," (the president) told all of us that we should be reading this...and that these are the kinds of things that will be happening to us....I know one of the things in that is talking about global policy or looking at teaching our students more of "the world as a whole" or something.

All of the participants at *Central* shared perspectives on significant change that had been experienced regarding global education with the arrival of a new president. David shared his perception of this change.

I don't think that (the president) surely hasn't mandated that we all work to infuse global content. He hasn't said by 2015 all of you are going to be teaching some global component in your classes. He has been much more encouraging in saying this is a good thing for our students. Let's talk about this. Let's think about...this is a better service if we can provide them with multiple contexts and provide them with information on different cultures. So, it hasn't been a mandate, it hasn't been an initiative you know that there's a benchmark that says 70% of you are going to be doing this....Tom and I set up convocation last year and brought Neil in to talk about World View and the whole theme of last year's convocation was kind of global literacy. So it's known...but I think what (the president) has really done is put it in the hands of us as faculty.

Erin referred to the perspective that the new president brought to *Central Community College* as a culture of globalization.

I think that having a college sort of culture where globalization or whether it is globalization or anything else is encouraged and you get support then you are going to be a lot more likely to do it, to engage in those type of activities. I mean that was a big change here...and the present leadership has made it very clear that that is a priority and that it is important.

Additionally, Erin conveyed why she felt this culture of globalization was important to the college in establishing a new model for the community college.

Well I think it shows that we are an institution that is constantly looking to move forward and to be current and to be concerned with, you know, to change the idea that community colleges again are just concerned with (Central) County. I mean that that is kind of an old model in some ways for what the community college is, I hope it is. I think that the community college should be also important beyond just the community that it is in so that...so that's one of the reasons that I think it's important to be sort of a front runner in a lot of these things...a national and hopefully an international model for what good quality adult education can be.

At *Southern Community College*, all participants expressed that the development of an institutional commitment to globalization was supported by the arrival of a new president as well. James believes that his work in the global infusion of his work and in the other activities of which he was involved would not have been successful without the support of the president and senior administration. With reference to global education, James conveyed the following.

Faculty that do believe in it have to have the support of the administration. If I had not had the support of my president...my vice president, my chair and my vision and my goals, we would not have been able to achieve what we did. So, it has to be a team approach. It cannot just be a faculty member. Literally it has to be a message on from the president down, as this president has indicated to me. For it to be successful, you really have to have the support or at least the message from the administration that they are going to support your initiatives to infuse this in your

curriculum, because to some presidents or some administrators, they may not see the significance. The greater impact is that World View and other colleges have developed a respect for what a rural community college is doing in their thinking about globalization to a higher level, because we have taken that work, and not just left it in-house for ourselves, but through the website and through my lectures going back to UNC Chapel Hill, working with other colleges, we had shared what we had done with other colleges...so that it goes beyond our institution.

For Frank, demonstration of the college's global commitment may be seen in the development of a global module in the freshman seminar course as part of their QEP.

When I first got here, I remember reading the strategic plan and one of our institutional goals...for curriculum...we were supposed to put a global objective in each syllabus, but, in my time in Vo Tech, I never saw anybody have one in there; and I'm like, you know, in some classes I can see where it would be a little more difficult than other programs, but you know, like business or Ag, I'm like, that should be easy to implement something globalization. And so, when I became chair of the QEP committee...I'm like were going to have a student learning outcome, because we switched objectives to student learning outcomes then...on global awareness. We even got questioned by people from the SACS committee to our consultant, why are you putting this in there? Well that's one of our objectives for our strategic plan, and so I think it is important. What better place to introduce globalization than in your ACA class, your freshman seminar? At least I can say, I know, every student here

got some global awareness, if they didn't get it in any other programs, they got it here.

At *Eastern Community College*, all participants shared stories of working in a very supportive institutional environment. Kathi conveyed that this global environment supported a variety of initiatives of which she felt were important in her work.

We have an administration and our administration guides, you know, our larger focus here at the college. We have initiatives here at the college that we will focus on for a period of time until we feel we have become more proficient and globalization is one of those major initiatives for our college for the past several years. So, we are lucky in that way that we get lots of support, along with STEM and the cultural arts, and sometimes we can merge them altogether, and when we can, that is even better. I think the support of the administration is what is creating our success in globalization and as I travel around to other conferences, like the CCID conference....I talk to other faculty and administrators who are trying to do the same things we are doing here....

Some participants who had been with the college for longer periods of time expressed that there had not always been support at *Eastern Community College* for a globalized curriculum, although it did not keep faculty from providing a global perspective in their work. Jean remembers:

Our college president is on the global committee for the AACC. I think that because she is, it makes it easier for us to talk about things global, whereas during the interim, it wasn't so easy. It was sort of like, whenever the word global came up, you were

blackballed....Now people breathe more easily, or at least I do....It was a dark period. I was like, I don't know... I didn't change anything. I just couldn't talk about it outside of the classroom. All the ones who were globally committed continued with that commitment. It was a little subversive I guess.

For Laura, having an articulated institutional commitment to global education provides a level of credibility to the college's global movement.

I think it helps with some external credibility for us. We talk about all the wonderful things we were doing in the classrooms, we can kind of back it up with...its okay because we are working with these people. We're not kind of flying by the seat of our pants. I think it's important for a school like (Eastern)...a relatively midsized to smallish place in Eastern North Carolina which is fairly isolated, not near any big cities...so I think those connections help us pull ourselves out of the county.

***Campus initiatives and support structures.*** A variety of special initiatives, campus organizations, and special projects have been developed at each of the community colleges that provide campus-wide opportunities for faculty to connect to a college-wide global commitment. All participants shared stories of their participation in these type activities that support their work in global infusion and extended the learning opportunities for students beyond their classrooms. Additionally, all participants shared their experiences participating in campus activities to support their professional development in areas of global education and curricular infusion. At *Eastern Community College*, Jean shared her perspective of what a study abroad program does to validate the work of the college and her work as well.

We now have study abroad again, which is great....That gives an opportunity to have lectures outside of the classroom that focus on that particular area of the world, but within the last...since Kathi has been here...we have also been able to bring in other cultures that have no real connection, but just as part of this globalization. So students are coming to our campus now, I think with an expectation that this is a real college. This isn't just 13<sup>th</sup> grade. This is a real place of academia and that's what we want. Once you start talking about things that are outside of (Eastern) County and outside of North Carolina, people begin to see you in a different light. They see you as more well-rounded, more educated, not just to use the word global, but a sense of... they've got something going on over there. They know what's going on in the world. But if you're quiet about it, nothing like those lectures and extra films and we have an international film night every month, if we didn't have those things, we would just be a place of math and science and English and history. We wouldn't be part of the real learning process.

In addition to study abroad activities at *Eastern*, there is also a move supported by the global task force to develop a designated space for global activity - a project of which Kathi is heavily involved.

Our next project is a global community room and the global task force envisions that as a place where students and faculty can come together and learn about global things because they want to outside of the classroom. So, we found the space and I have begged and borrowed furniture and we're in the process of getting it set up for the fall

semester. We are going to see how it is used. We have a language exchange that we have started between the ESL students and the Spanish students. They would like to use that room to sort of meet and talk to each other. That will be all voluntary. It will not be part of the course. The global task force will use the room. The study abroad will use the room. We certainly envision it as a place where there is information and where people can come and talk to each other and international students, we have a couple, where they can go and talk to other people who are interested in their experiences.

Kathi also shared her view of the support that is felt at *Eastern Community College* in comparison to what she has learned from colleagues at other institutions.

We have support in spirit. We have support in facilities. I have time...built into my job. We give scholarships to our students to go places and do things that are global in nature. We help our faculty to do those things as well and that is why it is successful. It is very hard to do that without that support and so when I talked to other people I have cultivated an appreciation for that support because a lot of them don't have it and then those that do, you sort of take what they are doing, and sometimes there isn't a budget, but we have to find a way to find that support in other ways in order to make it happen.

David shared his experience in working with the All College Read program at *Central Community College* which is conducted as a part of a larger county reading program. He shared how this project supports his global infusion activities with film classes.

I have been working on the All College Read for a few years...but the past few years we have gone global with that, so that opens up other doors. You know, we can bring in international films, for the film series. We can bring in cultural events on campus. This year I am not involved with it...but um I know there was a discussion on bringing in Hispanic artists because the text that we are using is “Into the Beautiful North” which takes place in Mexico and doing more with that...doing more events on campus that show our students that we are serious about this too. So I think at a grassroots level, it is still happening and I think at an administrative level it is happening, but I think there is always more we can do.

*At Southern Community College*, faculty have an opportunity to participate in a teaching experience seminar that was generated in conjunction with a college-wide freshman seminar class that includes a standardized globalization module. Frank shared his experiences in being a part of the development of this two part project.

We’ve tried to get all of our full-time instructors through it, even if they don’t teach the class. But, to teach the ACA class, you got to go through that 40 hours of training. Part of it is teaching them about globalization. They have to watch the videos the students watch and stuff like that. So I think it has made them more globally aware and they are including that more into their course work. We are going to standardize it and measure it, and so, we set it up so you had to use the same student learning outcomes. They use the same book. We set up a canned course for our students and for our instructors, so if they haven’t taught it before, they don’t

have to do a lot of extra work, you know, and we basically take them through the course for that, you know it's 32 hours. We take them through the course and then we teach them how to use active learning techniques, group work and stuff like that, because a lot of them have never been exposed. We try to show them all that stuff in the ACA Teaching Experience Seminar.

All participants from *Central Community College* referenced a grassroots committee that was developed by faculty nearly a decade ago that has now been established as a standing committee of the college – a move that formally acknowledges the long time objective of which the faculty hoped to achieve with globalization. Carla shared her perspective on the move to make the committee part of the standing committee structure of the college.

ICC was just the Internationalizing the Curriculum Committee and was just faculty who wanted to be on it and so you know, it was almost like a faculty club. We would have international students come sometimes as well because we were trying to work particularly for international student week, but we wanted to do other things as well. We would try to get speakers on campus and those kinds of things. And then when the current administration came on board they were very positive and so they turned that now into a much bigger committee and we have this whole agenda. And you know also not everyone who was really committed in ICC actually was offered a seat on the college-wide committee, so you have these passionate people who are not on that committee.

*Expectations.* With an institutional commitment that provides a foundation to support the work of faculty, there may ultimately be expectations of faculty to demonstrate some level of innovation and change as it relates to the global infusion of their work. All participants shared their perspectives on what they believe the expectations of their institutions to be with regard to the global infusion of their work. While participants acknowledged that there may be perceived expectations at some level within the institution, there was limited agreement as to the expectations being mandated or required. Alan conveyed his perspective regarding expectations, but was quick to share that he values academic freedom.

One of the things I have really appreciated is the instructors have a lot of academic freedom and that means that if somebody is set in their ways, they are free to remain set in their ways as long as they are abiding by and teaching the student learning outcomes and if they are teaching within the parameter of the course, we don't typically push them to do one thing or another. We have a global initiative here and people are feeding into that and it...is really changing the culture of the campus, but we don't dictate what goes on in an instructor's classroom. So, we can't force them to infuse anything into the classroom as long as they're teaching the material. I think the faculty is strong and I think we are looking for ways to engage students and to make classes more relevant, but again, were not going to force that upon them.

From David's perspective, he can see both sides of an institutional expectation that would push faculty to be innovative in their global teaching, although if mandated, it may not be as attractive an option.

I think this is really left up to the individual faculty member. I can't say that there...there is discussion....Nothing has ever been said you know, you have to innovate in this area and you know I have mixed feelings about that too you know. I mean as someone that wants to see innovation in global education you kind of want someone to step in sometimes and say we need to do this and this is how we are going to do it. At the same time, if there is a mandate, I am not as passionate about it if I don't want it, so I think it is a balancing act. I think that maybe more could be done to show that we are serious about this.

Erin believes the expectation to be more at the departmental level and working to meet it is just a part of being a committed member of the faculty who is willing to go beyond a minimal level of expectation.

If I start at my department level, I do think that they expect our full time faculty to be constantly trying to improve and constantly trying to adapt and adopt new things and be open to trying new things. And so there is an expectation there that I think just to be part of the culture of our department, you really have to be willing to do that and also to give of yourself, you know, to go a little bit farther you know and to say, oh I can't do that committee - I'm not even going to get into how many committees I am on....I think that's something that if there is a member that would do that, it is

frowned upon. And I think that kind of is starting to extend beyond, and so saying no, I can't do that because I have too many other things going...it becomes well yeah, so does everyone.

Frank shared that although global awareness is an objective of the college, there is limited expectation with regard to faculty.

That SLO or objective had been in the strategic plan since I started, and I noticed it when I first came. Over here it was in curriculum services as one of our objectives. Nobody ever told me I had to do that or make sure it was done or anything...I guess I screwed up and read it, and thought, this does make sense. We do need to be more globally aware, so, but I don't think there was an expectation. I think we're hearing more people talk about it now.

Jennifer shared that while she believes there may be an expectation, there is no level of accountability to accompany any action.

I feel like they want us to teach our students about the world. I feel like they want us to teach the students about current events and how it pertains to them and how you can relate that to your program of study and all that stuff. I do feel like that is expected in some regards. Here's the thing. There's a difference in expectation and like accountability, so I feel like the expectation is there but there's no accountability....There may be that expectation that we grow and move forward and make changes we need to, but there is absolutely no accountability for it, so I think that's where there's a breakdown.

Laura considers it to be something the college would like to see more of, but has not gone to the extent of it being an expectation, which may limit participation.

I think it's something that the college, without being explicit, would like to see more of. Outside of its own merits, globalization has been kind of a nice buzzword that's been thrown around in education for a while, so you...anytime you can fill in those blanks, it's always nice. But, I don't think that there is an expectation. Once again I don't think it's a very top-down sort of thing that we have here. If it...if you would like to do it, the institution will support you, but there is not a kind of group movement towards it. I think a lot of us are left to figure out how to do it the way we want to on our own, which means that some people don't do it, and it means that we do flounder a bit.

From Kathi's perspective, there may be value in a global movement that is managed as a college-wide initiative.

Faculty are the direct link to how students get the information and then we need to have a way to coordinate that. If everybody is doing it individually then the students are getting something from it, but if we can coordinate that on a larger level the students get much more than they would get as a sum. Pull all that together and I think that's the challenge - figuring out how it all fits together.

The commitment to global learning by an institution provides a tremendous foundation for the development of globally infused work by faculty. Participants shared stories of how they were supported through campus initiatives and global learning opportunities. They shared

that global activities were guided by special task forces and global committees on their campuses as well as the presence of critical support for experiences and projects for students, faculty, and staff to gain international perspectives to support the learning environment.

**Working with colleagues.** Having an institution with a commitment to global education was conveyed by all participants as being a valuable influence in their work as faculty. Participants also expressed that this valuable influence extended to their work with colleagues at the institution. They shared stories of how they have worked collaboratively with other faculty in sharing concepts and activities that may be incorporated in the instructional activities or perhaps used as a supplementary element in the global infusion process. This collaboration may be supported by a commitment to global education that was expressed by all participants as being the responsibility of faculty in providing students with global learning experiences. The participants each expressed how they perceived this responsibility for themselves, their colleagues, and the institution.

**Sharing and collaboration.** For faculty who are making changes in their teaching, a tremendous resource in the process may be their colleagues. Working within a department or perhaps even within specific disciplines, all participants expressed that their informal collaboration with colleagues was an important part in the structuring of their activities and in building global content in their teaching. Kathi shared that when faced with learning something that is new to her, she often turns to colleagues.

Sometimes we share...other instructors...like, I like to talk to other instructors about what they are doing in the classroom. Sometimes I collect...stealing each other's stuff

is I guess the best way to put it. I think Laura called it like being a magpie. You pick the shiny bits from other people's work and you sort of make them your own in some way. As it is, it may not work for you, but if you modify it to whatever your teaching style, it may work.

Additionally, Kathi expressed that the atmosphere for the sharing of ideas may be supported by *Eastern Community College's* teaching focused philosophy.

I think the nice part about being teaching focused is that we want to share how we do things with people and the content. If someone wants my stuff they can have it.

They can always have it. You can have a whole assignment. You can have a whole set of notes I've acquired. I'm never stingy that way and I haven't found people to be stingy with me that way when we are sharing.

Carla shared her story of learning from other faculty, one of whom is her mentee from a faculty training program at the college. It was a collaboration that included the sharing of technological skills.

They will show me something you know that they are doing and I replicate it or steal it outright, or they ask me a question....We are all pretty good at giving each other things, but yeah, they will show me something new. As a faculty member in training mentor, my mentee just showed me his Prezi that he created and you know I am going to make him teach me how to do that now, because I don't know Prezi yet ,and he seems to know all that kind of stuff. I am on this hallway full of other instructors

from the social sciences, English and religion and we are all in each other's offices all the time, so I think we are probably all influencing each other's teaching.

Networking with colleagues may extend to those beyond the institution. Jennifer conveyed that in addition to strategizing with faculty at her own institution, she continues to connect with friends from college as a resource in her teaching.

Oh well, I love to network. I love to ask, what are you doing today...or oh, that sounds like a good idea. Me and (my colleague) are really good about, like I'll call her and even though she teaches Ag, like some of the activities...that's the beautiful thing about teaching, it does not matter what you are teaching, you can still use the same strategies. Just because you are teaching Ag and I'm teaching ACA does not mean that I cannot use the activity that you're doing and use my content in my curriculum. So, I love asking a lot of people on campus who I know are innovative and always trying to do things...how did you do this or what did you do? I'm all about asking people for ideas, help, etc. and also have a good consortium from my ECU alumni friends and getting with them and saying have you tried this or have you tried that?

Laura shared that her colleagues are a constant influence on her instruction as they share informally in their office environment.

They influence my instructional activity constantly. I cull for ideas from my colleagues all the time. I listen to what they are talking about or ideas that they have and try to incorporate that if it works, or listen to their warning stories if when it

didn't work. The English department, we are all in a suite together, so there is a lot of cross-talk with us and we are also very close to the sociology instructor, the Spanish instructor, the art instructor, and the communication instructor too, and so the basically eight...nine of us talk a fair amount. It is that very informal cross-talk I think that is most helpful at the end of the day with globalization and pedagogy in general.

Collaboration with colleagues for Jean provides her with not just material to infuse, but a broadened perspective as well through the international experiences of others.

We sometimes collaborate and that makes it more fun, because we all have not been to the same places. We don't all come from the world in the same way, so there is a friend of mine from the math department who is from India, but he has taught in the UAE and Egypt I think, and a couple places in the United States. So, whenever I talk with him and whenever I can work with him, he broadens my horizons, which allows me to broaden the students'.

For Alan, the sharing of ideas can take on a more competitive aspect while still providing opportunities for collaborative exchange with colleagues.

I don't know how they feel about me, but when I was part of the biology department, I was very competitive. I wanted to be the best instructor. I wanted to be the most dynamic one that they thought was the most fun and also they got a lot out of, so unfortunately the other two instructors were also outstanding. So, to maintain just parity with them as far as being an instructor was something that was important to

me. Again, I didn't want to be left behind, or embarrassed. I wanted to be just as good or better than they were. I think it's a two-way street. I think they would walk by my class and see the students were having a good time or doing something interesting and they would want to know what it was I was doing. If I walked by their lab and saw something I had not seen before, I would want to know what it is. We feed off of each other as far as wanting to know the good ideas and the things that work and also the things that go wrong....I think we just expect to keep learning and we expect to share information between each other and I think that um...I don't know...it's was such a good vibe in the science department. We wanted to do the best we could, and there was no selfishness about material, content, methods or anything like that. Everything was to be shared.

***Responsibility to students.*** In all of the stories shared by participants, there exists a thread of understanding as to the crucial nature of providing a globally infused education for their students. They expressed this responsibility both in terms of preparing students with global understandings to be a part of the world, as well as in preparing students for a changing workforce. Brian considers this responsibility as, “where the rubber meets the road” and that it has to be done by faculty.

The faculty are the ones that are interacting with all the students. Sure you can have it pushed from up, and I guess you probably don't want to do it, but it may come to that point that the, you know, the department or the VP of Curriculum...however your college is set up, says it will be done and make you do it, but it's still going to come

down to that faculty have to do it. They have to teach it. They have to...they have to...they are the interaction between the college...and the student. That interaction happens between the faculty and the students in the classroom. That's where the interaction is and that's where it's going to have to be done.

David believes that the responsibility of the community college to globalize goes a little further given the demographics of the population that we serve.

I think we have more of an obligation than any other higher education institution in some ways. You know when you look at our demographics, it is very different than that of a university's demographics. The individuals that are going to universities for the most part, their families are college educated you know or they at least understand the value of that. Whereas our demographics, some of these students are the first time...are the first people out of their family that are coming. What is important to take away from that is that we are in a good position to shape minds and have them understand that there is something beyond the world that they live in. So I think that we are in a position and I think that it is our responsibility even more so to be doing these things. We really have to be more experimental and we have to take risks because if they do not get it here, then they are not going to get it anywhere else.

From Frank's perspective, the responsibility to globalize may be significant in allowing students to see their own world and how it connects to one that is much bigger.

I think that one, being in a rural college, people don't sometimes think that we trade with China. You know, a guy just the other day, one of the guys who works at our

college was at a sweet potato factory and said, why is that box different? And they said, we ship that to Europe. He said, I was shocked and there was a bunch of them. We don't realize the opportunities for us. Just to be a better global citizen and everything else. You know, you go overseas and the people are so nice to you and sometimes the way we treat people who immigrate or are visiting or don't speak our language, it's like good gosh, you go there, you don't speak their language and they try to communicate with you, to help you out. It's like, we need to be smarter about things. We think we are the center of the universe and we are not. We are getting less and less that way.

For James, the global responsibility to students is about preparing them for success in the workforce and in the industries that North Carolina is attracting.

I think faculty have to look at more than just teaching subject matter that we are...our role in the community college, specifically, is job creation. Why are we here? We are here to teach a subject matter, but what is the end result? We are teaching the subject matter for what reason? I'm teaching it because I want to reduce the North Carolina unemployment rate. We have great resources in the 58 community college system. We have state ports. We are geographically in a good position. There are a lot of things to attract industry here and we cannot rely on it just being domestic industry. So faculty, I would like them to think more...and I think they get entrenched in the subject matter of their teaching. I would like all faculty to think

more that our primary role is student success...to go out and get a job with what they learn from us.

From Jean's perspective, we have a global responsibility to all of our students, regardless of whether they plan to continue at a university or if they move directly into the workforce.

Well, our community college students are, one – our workforce, two – going to transfer from the community college and may be the bosses..... Well, they are either the workers or the ones in charge, and therefore they are everybody. At some point, they've got to understand the one side or the other, who they are going to be interacting with.

All participants acknowledged that the global infusion of their work with students is a responsibility of faculty. Evelyn expressed that she is motivated in her teaching because of her worldview.

Well, it is part of my worldview and I think it is exceedingly important that students learn about other societies to be competitive in the world they are going in, and that for many of them this understanding will be a plus when they compete with others, if they know about other societies and how to get along with other people. When they go into an interview that is certainly something that will be...I also tell them that they should take another foreign language because whether you want to be a nurse or policeman, no matter what and if you want to go on to four-year schools, because increasingly, that is a requirement.

Laura expressed her perspective on the global responsibility that faculty have for students as more of an irresponsibility, if they choose not to globally infuse their work.

I think it's something that within at least the next couple of years, despite all the buzziness about globalization, I think it's going to be something that is going to become more and more irresponsible of us not to introduce students to these global contexts at least in some fashion in our classes. I think it is something that is all the more important for community college students because once again they tend to be very home county, home area. There are students who have never been to Raleigh, to be honest. They have never been west of I-95. When you kind of start to show them how important this little area of the world is, but how small it is in comparison to everything else and that there is this whole world of everything...opportunity and challenge...amazing things and weird things that are out there, I think it helps them understand maybe better the purpose of their own education. We can't be better people without understanding the world around us.

***Faculty as a learning resource.*** At times, collaboration and sharing among faculty occurs in a more formal setting as structured professional development. Most of the participants shared stories of how they facilitated global learning opportunities for others at their colleges based on their own experiences in international travel, from conference attendance, or from other learning opportunities of their own. Kathi shared a story of where she served as a learning resource for her faculty, staff, students and the community.

Then there is more formal stuff, like when I do come back from a conference or have learned something, then we share it. I will be giving a presentation on Ecuador and the students will be giving a presentation on Ecuador because we should share. We should share what we learn about another culture with those people who want to learn about it.

Kathi also spoke about an experience as the faculty representative among a group of administrators at a globally focused educational conference.

For me, it's a way of making contacts. They have a global arena for you to talk to people from other countries and they're looking to create some kind of partnership whether it be partnerships between schools or to have you come there with students or to send people here....They also have these little learning modules, you know, best practices in globalizing your curricula, computer simulations that you can use to communicate with people in other parts of the world in your classroom, and how to set up a global program in your school. All those different pieces you can go to and I learn that information and then I bring it back and I share it with the people here. We can't all go because it's expensive to send everybody, but if I get to go, I think it's my duty to share that information when I come back with the people who are here.

At *Southern Community College*, participants shared stories of how they had worked together to build a library of international videos to document their travel experiences. Viewings of these videos are scheduled and considered as a required activity for both ACA students and

faculty in the college's training program. Frank shared his story of travel experiences and the sense of responsibility that he felt to others who could not go.

I think I took 3000 pictures and like 11 hours of video when I was in Mexico. It was a lot of work. Some of the people when I first started didn't understand what I was doing because they were always like, come on Frank. But, I have something that when I look at it now, I can remember exactly our trip. Brian and I went to India and the same thing. When we got back and were looking through the pictures, I said, man some of the stuff I wouldn't remember if I didn't see this picture or this video of it. And so, I think it's important. To me, we shouldn't let anybody go unless they are going to come back and bring some of that stuff back with them, because it's too much of an experience for that to be lost on one person.

In addition to sharing the photos and videos with his own campus, Frank and Brian also distributed it to the other members of their travel group for use in their own presentations at their institutions. For Erin, sharing her experiences from a trip to the Balkans in a college-wide presentation for faculty was a stretch for her personally, but an important outcome of her travel opportunity.

I had to do a presentation for the whole faculty which was intimidating. I have never spoken to that many people at one time before. Corey Auditorium holds 400 and...there were probably about 250 to 300 people there. I am not sure of the exact size of our faculty total, but, it was a big group and so I presented my experience,

briefly I think it was 30/45 minutes and so that was fun. I got really good feedback from people on it, you know, so I was really glad to have done it.

To contribute to the learning of other faculty, there were several participants that used their own global knowledge to develop resources to be shared with others through a World View grant. Nicky shared her story in developing a globally infused module for early childhood.

That's the one from the World View grant that they had some funds for community colleges to infuse globalization into their curriculum. And so, it was to make a module that I shared, so it is out there for public use now and tells what class it is so other community colleges that teach that can use that module if they like. That module... focuses on the large population of refugees that we have here...and in particular those that come into our child care centers. We see them a lot in the...the Head Start program and NC Pre K. Those are all subsidized programs that reach out to underprivileged children. Often times, we have many, many refugees in those programs and many of my students teach in those programs....So we have the guest speaker come in...a service project...a visit at the airport when a family arrives....basically just making them aware, showing them maps. I have some reading they have to do. Just making them aware.

Erin shared that she is currently working through a World View grant to internationalize the English 112 course.

I am also doing a grant with World View to internationalize my English 112 course looking at conservative European parties that are very anti-immigration and sort of

some of the propaganda especially against Muslim people coming into Western Europe. There is a really strong sort of emotional appeal that says if we allow these people from these foreign places with foreign religion and foreign ideas and they start building and wearing you know full Burka, that in some way our culture is going to become mixed in and disappear and we are losing heritage. So it is not so much to convince students that that is the wrong perspective, you know, I don't want to sort of impose my ideas on them, but allow them to look at both sides of that argument. What are the good aspects of immigration? What are the concerns and how are these different political parties kind of using the debate to gain leverage?....It will be a World View community college curriculum unit and I am working with the Center for University Studies over there to do that.

An additional way that faculty serve as a resource is through publishing. Carla shared her story about a world religion article that she published in conjunction with a colleague.

Over the summer I wrote an article for an Innovations in Community College volume that my friend was doing on keeping the liberal arts central to our curriculum and in the process of doing that, I gathered a number of things - articles about teaching religion in both high school and community college, and so that was really helpful just to see what has been done and just the bigger picture too; and apparently there are only 40% of community colleges, according to the last study I read, that even have World Religions, so just information at that level is just interesting.

*Emergence of leadership.* In the stories shared by all participants, there were persons who emerged as leaders in the global education movement at each campus, with some campus leaders having demonstrated a personal commitment to globalization long before it became a college initiative. The faculty leaders were generating grassroots movements that were not necessarily endorsed by the institution and at times conducted when it was known that the movement to globalize was clearly against directives of the administration. The participants' stories were filled with references to the same members of their faculties who have been significantly involved in the planning and development of campus organizations, special events, campus motivation, and innovative thinking as it relates to global education. It is perhaps fitting that those identified through the participant interviews as being campus leaders are all a part of this study.

At *Central Community College* a faculty generated international education group was established and actively working to promote global infusion by faculty long before it became a campus wide initiative. Those who have been long associated with the leadership of this organization are Tom and Evelyn. David shared a story of his work with these faculty leaders and how they have influenced his global work as well as that of the institution. David's story is actually very representative of the stories shared by participants at this college.

We go back and forth you know about films that we want to show in our film series.

I don't know if I have ever had a conversation with Tom about what does and doesn't work, but I think just having him around, it is like this aura...I don't know, it's weird.

I mean I am being kind of silly and cheeky about it but he really is somebody that I respect quite a bit. And to have him to continue to really push this, push this initiative in the face of...I mean I can't...you know under the previous administration, Tom and Evelyn probably worked on this for ten years and just kept pushing and pushing and pushing to no avail and they kept doing it. You know and now we have a college committee dedicated to it, it says a lot. So you know I think I admire both of them for being in it for the long haul, so I think that they definitely influence me. Tom is kind of our rock star in all honesty...and people look up to Evelyn, I know I do. I am always interested in reading her China chronicles or whatever she is doing and look at the pictures she has taken. I think it is really great to have individuals like that, that you can say okay, I feel comfortable doing this on my own too because they are really...they are all about it.

Evelyn shared her story of how she provides campus-wide support for global education and in being viewed as a resource for other faculty.

I wrote five chronicles for the entire...community when I was in China, and I already have one of the students ask me if I would be their travel guide in China. And I also...I incorporate about a page and a little bit about history and a little bit about personal experiences and also digital pictures. I am pretty well known for that. I think that I am an initiator in that perspective. Well, since I have been initiating a lot of these things, two new faculty members have already come up to me and asked me if I could help them get a grant or some type of thing to help them you know, also

because I am very enthusiastic. It's like any change, it is slow and that to convince the entire faculty or even a department that each one of them has to have some type of global perspective in their classes is not easy and it is taking time. There is a little bit of a reawakening I think.

Tom shared his perspective on his own global infusion and his continuing belief that it can happen across all curricula.

My discipline just is made for incorporation of...of global aspects, okay. As I've said, I personally believe since I believe that all is one, I personally believe that no matter what your discipline...there is a way to incorporate globalization...global aspects into your curriculum. But I do think that those disciplines where they're not used to thinking about necessarily globalization...I would think that someone who is a welding instructor would have a great deal of difficulty of trying to figure out how to, although, I believe there are ways. I think you're obligated as an educator to connect folks to a bigger world than what they're inhabiting at the moment and ultimately that leads to an understanding and appreciation of globalization. I think that we can just like anything else, you can do what you set your mind out to do regardless of, you know...because unless you get up there above the radar, I mean you can do what you can for globalization no matter what, but it's a lot easier when the, when the helm is held by someone who is in favor.

*At Southern Community College*, there are also two persons who have emerged from the faculty as leaders of their institution's global movement – James and Frank, both faculty in

the vocational and technical areas of the institution. Based on the references in the data from participant interviews, these two faculty members have been heavily involved in the development of globalization activities and in the motivation of faculty to become active participants. For James, from the beginning of his career at the college, he has remained focused on global education.

When I came to the community college, I was able to be a game changer. When I started working there in 2005 and with the faculty, I came from Wilmington and had some international experience, I did not really witness that much - again it was surface level. There was a partnership with World View already in place. There were faculty attending workshops, but the students didn't seem to have any awareness at all. Their awareness again was what we had lost to globalization in textiles and manufacturing, and 25% of our population is Latino and Hispanic, taking more jobs and more resources. They looked at it as more of a threat, not as what is the benefit of this international community living in (Southern) County. I would like to think that in my years there I was able to do enough work to infuse it across the curriculum...across the faculty and students, where it now has legs of its own with the faculty that are left and will continue.

James has now left *Southern Community College* and moved to a much larger college in North Carolina. He shared that it was his belief that one of the reasons he got the position at the new college was because of his record of leadership in global education and their hope to further develop their own initiative, but now on a much broadened scale. In James' absence,

the helm of globalization now rests primarily with Frank, who quickly shared that James was someone that he was responsible for hiring in the first place. He expressed that having James in a new position at a larger college will allow them to continue to collaborate on the globalization initiative at *Southern*.

James was one of the first hires I had when I became a department head....So we had a close relationship because we were big on globalization. That was something we both had worked on and thought was important, and so the stuff he shared, and I was like, how can we use this? And so, having him gone to another school, where he can get...they have a whole lot more money, they can try things that I don't have money to buy or can't try, that I can see what works without having to try and go through a big expense. I think....he knows how we sort of run, so he'll know things that would be useful to me and I'm sure he's going to be calling and asking me for stuff that we did that he knew, so that's what I see. I always thought our college should have a big brother or big sister school anyway, so we could share stuff like that. They can do more things and do stuff and it would be a good thing for us, you know.

Brian shared his perspective of the globalization movement and what Frank has brought to it in his leading by inspiration and not by mandate.

Well from the start it actually was kind of a push that it would be done, the globalization would be done. But, it wasn't something that we were beat over the head. He's been a lot of places because he has served in the military. He has a lot of real world scenarios he can talk about. We do a lot of talking about current events,

not just locally, but globally. I don't know that that is anything we set out to do, it is just the way things are. It's interesting to get his perspective if you're talking about something going on in Germany. He spent a lot of time there. Of course, he was able to get around in parts of Europe, but spent a lot of time in Germany. But I think at least for me, it has made me more aware. I want to be able to communicate with him about it. I want to be able to take that into the classroom because he can give me his perspective.

At *Eastern Community College*, there is one member of the faculty, Kathi, who emerged as the central person, although in the case of this institution, it is within the scope of her job. However, for Kathi, it being part of her responsibility does not in itself make her a leader, only the person responsible. The leadership distinction is a result of her actions and commitment to providing an increasing level of global opportunities for faculty as well as for the students. Kathi shared her perspective on the globalization movement at her college and what she contributes to the process to support its success.

I head the global task force here at the college and we take people from all the different areas so we have the liberal arts and university transfer people. We had people from career programs...from administration and would bring them together every year and try to look at different ways we can enhance our globalization efforts. Something else I learned is that it's very hard to make prescriptions that everybody can follow, like we were looking at globalizing the curriculum, you can't say to the machining people that you have to globalize your course. You can't give them a

certain way that it can be globalized, like that's something each faculty member has to bring their own expertise to. What we can do is instead of saying you have to do this, we can create a culture that makes them want to. We can celebrate diversity. We can celebrate multiculturalism. We can celebrate globalization and earth day and those kinds of things. We can make it sort of infectious in a way where people get caught up in that momentum and want to be a part of it because that's when it's successful...instead of when you're forcing them to be a part of it.

Working with colleagues with a commitment to global education was conveyed by all participants as being a valuable influence on the global infusion of their work. They shared stories of how faculty worked collaboratively in sharing concepts and strategies that may be incorporated in the global infusion of instruction. This collaboration was possible due to a shared commitment to global education and acceptance of the responsibility of faculty in providing students with global learning experiences.

### **Learning Resources**

Even if a person has a global perspective, it is important to continue learning given that changes around the world happen very quickly and information is constantly being updated. Community colleges must instill in their students an understanding and desire to continue learning, and that concept is no different for faculty in their own learning. All participants shared experiences in updating their teaching and in the development of global content citing many resources to support their learning including scholarly literature, textbooks, trade publications, consulting with experts in the field and connecting to

publications sponsored by organizations. Additionally, they shared that conferences and symposia were also important resources with most accessed through World View.

Community college travel opportunities, of which many have participated, were generally taken as part of structured World View trips. All participants conveyed stories of how international experiences and travel have significantly impacted what they have been able to personally contribute to the global infusion of their work. There are two subthemes related to the learning resources of participants that emerged from the data and include: 1) literature and electronic resources and 2) organized experiences.

**Literature and electronic resources.** To support the development of globally infused instructional materials and strategies, there are many types of literature discussed by participants ranging from the traditional academic sources to those accessed through the internet, which may be viewed as either a primary source or simply as the beginning point of something more in-depth and perhaps academic.

*Scholarly journals and other literature.* Most participants shared that they use literature in some form in the global infusion of their work, whether it is in the advancement of their own global perspectives or in the development of specific content with global elements. For Nicky, research begins with topic specific scholarly journals.

I would probably look at scholarly journals that would discuss the topic I am looking for. It would discuss education or globalization and education. Wherever I am looking, I would look for peer reviewed scholarly type articles and data, and probably generate my search from there. Our program is accredited with NAEYC, which is the

National Association for the Education of Young Children, and they have...they have information about working with children from other countries or differentiated instruction or inclusion which would include children of non-English speaking countries and that sort of thing. So NAEYC is a source of information for me. Kathi conveyed that she begins with learning resources that are situated in her field of practice to find out what is new, and lets that guide her research direction.

The American Association of Anthropologists is a good one. The Society for American Archaeology is a good one. Then there is Higher Education for Teaching and Learning. They have a global focus. So those are the three top ones and I'll go to those journals. Those journals are usually where people are talking about what is new and exciting. Sometimes even the local media can give you an idea as to what just happened and you can go into some of those more formal scholarly areas and find more information. I might see an article in the Huffington Post and that is probably not my primary source, but I didn't know that was happening, so I'll go into science and see that journal article that is associated with it instead.

Evelyn shared that books through interlibrary loan are significant resources along with scholarly journals when she approaches her own learning.

I look at journal articles. I look at books. I am one of the best interlibrary loan people. I actually got a prize one time. Right now because of this grant I got at Chapel Hill, I have access to all the databases at Chapel Hill and Duke. The

interlibrary loan and we have access to NC Live and the Wilson database. So we have quite a few databases and I search each one of those.

Alan ties his learning to the text, so as to maintain alignment with what the students are expecting to learn and then updates content as needed to stay current.

Honestly, when I want to update my teaching, one, I refer to the textbook. Textbooks often times are...sometimes they're ahead, sometimes they're behind. Taxonomy or the naming of organisms especially, changes a lot faster than the textbooks, so first of all making sure that what I am presenting isn't going to conflict with the \$300 thing that the students had to buy in the first place. Sort of making sure the foundations are the same as far as that basic instructional material. From there, when I want to update my teaching, I generally go for content. I generally go see what's on the web, what kind of new videos are out there, what kind of really cool pictures are out there, what is something that is engaging to the students and incorporate that into the lecture and go from there. As far as methods and what not, I tend to just wing it.

Databases are an important beginning for David when he approaches research to build global content in his own teaching.

If I am looking for kind of a scholarly article, I go into the databases. I try to maybe find some print journals, but we don't have a lot of those here, but sometimes I may go to Wake Forest and look for some.

Jean shared that good literature resources are those that provide visual elements. She also includes her students in her research process to help them understand how to find good resources.

We use National Geographic and the Smithsonian because the pictures are so wonderful and you know how a picture can tell a 1000 words. But, also as I ask my students to research, I highly recommend they use NC Live and those academic databases in their work, rather than Googling for their sources. I recommend those, but I don't necessarily use them in my lectures. I use primary sources whenever I give them something that is read from the podium. It is a primary source.

*Internet as a resource.* While all participants shared stories of the resources they utilized in their work, not all of them cited literature as a first source. For most participants, research started with the internet although that was not always the final source. For some it served as just the point of initial access that may lead to print or electronic literature sources. Additionally, some participants used the internet to gain base knowledge on a specific topic so they would have the facts on which to build with further investigation. However, there were some participants that were very direct and shared that the internet was their primary source of information. Alan was very straightforward in declaring the internet as a research source in his learning, although his searches are with what he considers to be more established sites.

The Internet. Not blogs. Not random pages, but established things like Nat Geo, Discovery Channel, Scientific American, professional societies and their publications.

I will go to, I guess vetted resources on the Internet. I also...we used to joke about this, we don't teach on Fridays, we are usually all at home on Fridays, and Fridays for a lot of instructors turn into "documentary Fridays" to see what the new documentaries are on Netflix that pertain to our discipline and we would watch them and would say, that would make a great lab. But then that is still streaming through the Internet. I do read a lot of nonfiction, but there is much more information they just trickles into the classroom, where stuff I pull off the web might show up the next day in a lecture. If I found a really cool video or cool article...I can just link to it through Moodle and it would be there for them.

Brian also starts with an internet search which is something that he is seeing in his students as well when they seek new information in their learning.

I don't know...maybe I'm lazy. It's just gotten to the point...and I see it in my kids too...Google it. Google it. You know, if you want to find something, Google it. It was funny. I was in class this morning and we were talking about micro amps and milliamps and I know micro you got to move it 6, milli is 3 places. But, I was up there doing it and I had worked it up...and one of them goes, well he knows it because he Googled it. I said, no I hadn't, but that's not a bad idea (laugh). I don't know. I've fallen into that trap to Google it, and a lot of times when you Google you can get to some of those journals...but it starts out as a Google search. When I was in school at State, you spent your time in the book stacks. Up and down...I think there were nine floors in that library. Now, the power is at your fingertips and you can find

it...give me five or ten minutes and I'll find a You Tube video or something that will work. Now you can find it online. It's right there. It's right there.

For Laura, the internet is a resource that provides access to interesting information and given its accessibility, she can use it immediately in her teaching.

I draw from either what I've been involved in or what I kind of hear on the news, and then I just start digging a little bit, mostly online research because it's a little bit easier to get my hands on and it can take me in very interesting directions. But, I also talk about my understanding of global issues or my understanding of a nation or other culture or anything else like that. I preface it with my students saying that I'm not an expert in this. I don't expect you guys to be an expert in it, but were going to get as expert as we can in the next couple of weeks. I'm pretty open with the students about...I tend to be researching with them, and so I'll bring in stuff and say, you guys have got to see what I just saw last night. It's really cool. You have got to watch this video of whatever it is I found. So it tends to be very spur of the moment.

Frank shared that he uses the internet as a resource in his learning, and uses Zite as his starting point in finding a variety of articles.

One thing I've been using a lot lately is the Zite on iPad. There is all kinds of information. You enter education, technology, or whatever...and it goes out and searches the web and brings them back. So each day it updates, so it's like having your own magazine. It has journal articles from professional journals...It's got all

kinds of stuff in there. I've been interested in flipping the classroom, so there's always stuff on there about that.

Tom shared that while the internet may be a resource in his learning, it is perhaps more a means to an end with the ultimate goal to locate print sources.

The way I approach it is reading...which doesn't necessarily mean that's the best, but you know for whatever circumstances, but reading. I get on the internet. I go to Amazon and I put in my topic and I go through and I scroll through books and books and books and you know usually, it's like a labyrinth and it's a fun labyrinth, you know because...I've read some duds about what I'm trying to study. I've read some great books. I'm a little bit retro technology speaking, but I know the stuff that I consider to be the good stuff like Googling pedagogical articles. I'm always open to that. Publications, academic publications, periodicals, online stuff – definitely, but not as much as my own elbow research...or in the library for that matter.

***Other learning resources.*** Participants identified other resources that they use to globalize their work or to learn something that is new to them. Some of the resources are specific to their fields of practice and then in some cases, participants shared stories of how they connect with experts in the field or persons other than their immediate colleagues. For Alan, an important learning resource is the access he has to materials through professional memberships.

I do belong to the Association of Biology Teachers and I'll read their case studies and their lab materials, but I'll use that more as a...okay I'll take that framework for a lab

and I'll incorporate it, but I want this particular video and this particular article on the web to actually read. More of the printed stuff becomes foundational material and the actual nice little shiny bits and pieces that go in there are pulled and linked straight from the web.

David teaches film classes and an important learning resource for him may be to attend an actual showing of a film in a local venue.

With film, I typically...if I am interested in a film maker, I will try to see all of his or her work and read about them. I will purchase any books or read some books about them or articles about them. Um, yeah, film is interesting because I just kind of go, I look at what playing at the festivals and if it comes nearby...I try to just go.

James considers the greatest resource in his learning to be the relationships he has built in his international travels with persons around the world.

There are a lot of resources out there. What I have done is maintained some of the relationships in some of the countries I've been. Again, these were educational tours and I had access to faculty, staff, and administrators in all parts of the world. My greatest resource has been the students who have maintained contact with me from different countries. When I've actually brought in an exchange student into my home for a year, that's had a greater impact than me going to their country...them coming to me, living with me for a year, bringing their customs and standards and ways of life and trying to fit in (Southern) County, which they did very well.

James also shared a story of how he gets baseline information in preparation for an international trip that may include personal contacts with experts in the field.

I usually do my baseline research and then I'm not hesitant to get on the phone and call someone who does it better than I do, if I'm not uncomfortable to the point where I'm at and start picking their brain. I had a little difficulty when I was researching Cuba and going to make that trip, because there are so many mixed feelings in the Cuban community. There are those that are for the embargo ending and those for the embargo staying in place. So, I have found that sometimes you have to be careful in approaching your research and that the topic, some people may not be comfortable with.... So again, you have to be careful...and research enough about the culture...before you take it to the next step to research your colleagues or peers or authorities on the subject matter.

Many of the participants shared stories of courses they had taken in pursuit of advanced degrees and how some of the coursework was significant in how it influenced their globally infused work. Laura shared her experience from the course she was taking at that time.

I actually think that that class I am in right now on my own, the Women in Indian Film, is starting to shift how I'm going to be teaching global content. I think that in the past I have not done a very good job of talking to students about how they view the world and I think I need to do more of that. It's a question of how deep I can get in freshman and sophomore level classes of course, but I think I need to do something more with getting students to understand that their personal lives and them growing

up in certain areas in America and at certain times in American history, really shapes the way they view the rest of the world around them.

Jean shared that in teaching history, the challenge is in keeping it relevant, and a resource that she uses for that is the news.

Usually with the news...I think that if you're going to have history relevant, then it has to be relevant for what is going on today, and so when something is going on in the Middle East, it has got to come into the lecture. It's got to come into the course, otherwise I really haven't taught them anything, just information they are going to forget. If it's relevant, if it's something that's part of what they are hearing and they are asking questions about it, then I bring it into the course.

Greg conveyed that his learning is connected to the trade that he teaches – culinary and hospitality, and his resources represent real professional information.

Paper magazines have almost gone away for our trade - a lot of that stuff is digital now. The ACS sends out monthly publications and then for me, I use the hotel news resources. There is a huge online database of articles and topics that I use, like I mentioned earlier in my classes to pull information....Hotel News Resource...anytime a company does something or there is a new trend, it is posted on there. For me for learning, it is primarily trade and exposure. You know we use textbooks for their information and stuff, but now in our field you have to keep up with what is going on you know, so I don't, I am not...there is a reason I work with my hands. I am not a

big reader and so if I am going to learn something, I am going to do it or I am going to watch someone do it. You know that is kind of how I work.

There were many sources of learning discussed by participants ranging from the traditional academic sources to the internet. Strategies for their own learning and in locating sources of global information to infuse in their teaching often started with the internet, which was used in some instances as a primary resource, and in others, as a means to identify additional and perhaps more academic sources based on the concepts or issues identified.

**Organized experiences.** For community college faculty to gain international perspectives, there are opportunities available for organized learning experiences that include international travel, special topic workshops and symposia, and conferences sponsored by state and national community college organizations. One element of the selection criteria for the colleges in this study is that they had to be members of three specific organizations that support global education – World View, the American Association of Community Colleges, and Community Colleges for International Development – each of which offers global learning opportunities. All of the participants expressed that they were very aware of their college's affiliation with World View, however, there was more limited knowledge of the other two. All participants had participated in some type of organized learning to support the development of their globally infused work. It is important to note that some participants expressed a level of disappointment and a perceived weakness in some of the experiences and expressed their own ideas as to how they could be enhanced and expanded.

*International travel.* Opportunities to travel internationally provide a critical opportunity to community college faculty to build a global perspective through first-hand experiences in their work with students. Brian shared stories of his own travel with World View and how it has impacted his work at the college.

I got involved in World View. They opened up to people filling out applications to go. I had never gone. I had seen what James had done and kind of wanted to go see for myself. Me and Frank actually wound up going together. We shot a lot of videos and shot tons of pictures. I think people, if they've been on this trip anywhere with World View, and we had a good amount of opportunity to do it here at the college, I think the people that have been on it, have had their eyes opened...can understand it... kind of get a feel for what globalization is...why they would want to talk about it at least. Without being in those organizations, we probably would not have had nearly the instructors that have been on trips. You get outside of...and see how people live in other parts of the world, how day to day life goes on in other parts of the world. You get a perspective for why they do what they do. But, I think the ability to...give the faculty opportunities to travel is what it takes.

For Carla, the opportunity for faculty travel is a significant part of the global initiative that has come to the institution with their new president.

World View I think has been great. I think...I know they have given grants to now three or four people at the college to infuse global content into their curriculum and I think they are a great resource, just in general. Then the World View trips, I just

think you know that we have become now, since (the president) has been on board, that trip is now part of our convocation, where the person talks about the trip. So I think what will happen is more and more faculty will want to be involved with that trip and I think it can actually be staff too.

Frank has international travel experience from both his personal background and with other faculty through World View and believes that it makes his global perspective stronger.

If you see the importance of it, then you will look for opportunities to do international experience. There are so many opportunities now, with churches, not only World View. They have summer trips, all kinds. Even if you have to pay for it, there are some fairly inexpensive trips. I had one faculty member who paid her own way to go to Costa Rica with World View. So there is opportunity, if you really want to do it. You can do it. It's not like it used to be, where it was almost crazy how much it cost or whatever. There are so many ways to go anymore...and there are opportunities through the college. We've cut back some because of budget and stuff, but there have been opportunities here, and you know, I don't even know how many people apply, when we...usually they have you apply for the trip. Like we went to India, Brian and I...four people from the college went.

At *Central Community College*, the application process to apply for World View travel requires faculty to express how they will connect the experience to their work with students.

Greg shared his experience with the process.

I think what it does is once they put out the trip, September or October, whenever they announce the process, it gets people thinking about it...oh I really want to go here. How can I take my experiences and incorporate it into my classes? So that is the one good thing about how we set up the World View program is to apply for it to go, you have to write an essay on how you will incorporate it into your class work. For me it was easy because Costa Rica is Central America, food and culture and all that stuff go together, and so I tied that into my essay. So, it just brings awareness every year when that comes up and um, it gets a lot of people...I got a lot of emails about it saying how should I write my essay and these kinds of things. So it gets them thinking about how they can incorporate it and they know that when they come back they have to make a presentation.

James shared that he has participated in numerous travel opportunities with community college faculty and on one trip to Honduras, he had the opportunity to travel with students as well – an opportunity that really opened his eyes as to the power of travel in their learning.

So we took this group of students, this was my second visit to Honduras, and that's where I really saw a game change. The students were more intense and tuned in to the different environment, the culture, and realizing they needed to understand better than the many academics I had been with on previous trips to other countries. They came back and it had changed their lives, because they didn't see it as a vacation or just go get a little bit bring it back. It really was a life-changing experience for them. Each of my trips has been for me, but that's where I saw the greatest impact.

At *Eastern Community College*, Kathi talked about how the opportunities for international travel can extend beyond just faculty, perhaps broadening the impact of the experience at the institution.

I try to give them opportunities to find a way to globalize their course. Like, we want them to come if we go on the trip and take faculty, they can come as part of the professional development. They can internalize that. We've had English instructors come with us. We've had the Spanish instructor come with us. Our librarian came with us and they sort of have taken what they learned about other cultures and have tried to put that either in classrooms or in some of the projects they have been working on in the library.

Jennifer shared her perspective of how the many travel experiences of faculty have impacted the global work at their institution.

World View has really impacted our campus, hugely impacted our campus, primarily because of James who has been affiliated with World View and a lot of other globalization consortiums in the state. We are fortunate in that our campus sends us on trips. Two years ago Brian and Frank went to India and then James had an opportunity to go to Cuba and China and India and Brazil. In this upcoming year...our history instructor is going to the Ukraine or Prussia, is that right? I don't remember where exactly he is going, but our biology instructor had the opportunity to go to Africa. It is not mandatory that they take video and pictures, but we really strongly recommend that they do bring it back so we can share with the

students...their experiences with the students. That's just one more place that we can add that we can really show our students. They might not ever travel out of (Southern) County, but at least they can see these places and the real-life experiences of these instructors having been to these places just to get a more worldview.

It is important to note that while all participants who had experienced international travel through World View expressed that it was a positive influence in the global infusion of their teaching, there were some participants who conveyed a level of disappointment in how the learning opportunities may have had limited outcomes. The disappointment was primarily in the limited expectations of those who traveled to pass on the global understandings they had learned from the travel to other faculty and to students. Greg shared his story of how he was disappointed in what he had expected with regard to opportunities to share once he returned to his college.

I thought I had some expectations, they told me when I signed up for it that when I was done, I would be going to speaking things and I would be...helping spread the World View word. I gave them my schedule and all this stuff and I was never contacted again after I got back. So the expectation was to be, I guess, a promoter of the program and the system and the whole thing, but that was never followed through with.

Based on one of the travel opportunities in which James participated, he shared his story about disappointed he felt in the limited level of responsibility that he perceived in other faculty to view the experience in terms beyond that of a vacation.

I came back from that trip saying that if we don't get our act together, we're going to not just get left behind, we're going to be so far behind we'll never come back to what we are. So, that was the biggest game changer for me, and that's also what needed to happen for faculty who went on this trip. Part of the disappointment for me was that a lot of the faculty going on trips, and I don't say this in a demeaning way, but a good percentage were there on vacation. They were doing the sightseeing, but they were mainly interested in shopping and just being away from the classroom and work. They really weren't seeing the opportunities that were right there in front of them for professional development.

Frank expressed frustration in that the international travel was not structured with the expectation for the global learning to extend beyond those faculty who were present on the trip creating a missed opportunity for other faculty who were not afforded the opportunity to experience that area of the world.

I have a frustration with World View because I think James...he documented that trip to China. Nobody else in his group of thirty sum people, and they were all educators, did much of anything that I know of. Yet, World View doesn't send somebody that takes a video camera with them and has to put something together. They needed...as a group or something, it should be one of the projects. I don't understand that, because that trip was lost....because to me, that's one of the most powerful tools. Like James used to say, you know, a picture's worth a 1000 words, well it is 30 frames a second on video. So, the power of it is way more than just an individual

picture, and so I don't understand World View. If you go on their resources...their site, it's just not very useful for educators. It should have clips like this I think. I think they are missing the boat.

Frank's perspective was shared by other participants in that it would be important for faculty who travel to have a responsibility to document the experience and to share what they learn with students and faculty.

*Symposia, workshops and conferences.* All participants shared stories of participating in a variety of learning experiences sponsored by community college and trade related organizations and how these opportunities are important in their global infusion activities. Evelyn believes the learning opportunities through World View have been a positive influence at *Central Community College*.

I think that World View has positively affected the institution in the sense it has made it more accessible to more individuals. Sometimes we've have a hard time getting individuals to go because of teaching requirements and things like that. I like it very much because there are good speakers that have expertise that are from Chapel Hill and Duke mostly. And, so I think it is wonderful, but we are trying to get more involvement over a wider span, I mean, because for me, I guess it is not as much of a learning experience as somebody who has never had contact with something like that before. I think that is the one that has made the greatest impact of the three.

For Greg, conference attendance is tied to the trades represented by his programs of instruction and rotates through the faculty to broaden the opportunities to all in the department.

We do a lot in our department. We go to a lot of conferences for the ACF...the America Culinary Federation and they do four regional conferences every year and a national conference. So we try to rotate our faculty through the regional conferences at least. They have new topics and that is how we learn new things and then from those conferences, we take back the information and see how we can incorporate it into our classrooms. This year we are fortunate enough that a couple of us are doing the national conference and can take back some new things from that as well.

For James, attending the learning opportunities offered through World View began when he first entered the community college setting. He shared that he felt revitalized after his first experience.

So, I got started early on in 2006 with UNC World View through a workshop they had and I had expressed my interest to the vice president of curriculum services at (*Southern Community College*)....that this was an area I was very interested in. I went to the workshop in Chapel Hill and was revitalized. I saw academics working together, discussing globalization and also, discussing how to teach others, beginning with faculty and administrators of the importance of globalization. I started attending globalization meetings on a regular basis. The second one I went to was the globalization community college symposium UNC World View....why globalization

is important. An instructor in the community college system stood up and said...and I won't mention the college, but he was a vocational instructor, he said why do I need to know about globalization? For me, my heart sank. You could have heard a pin drop in the room from some of the other people that understood it.

Kathi shared her story of how she connected learning from a World View symposium to prepare students for a specific travel abroad experience.

I have gone to World View. I went last year and the year before. There's a different focus to each one. Like last year, I went to the European Union focused seminar because we intend to go to Ireland this year and that was an area of deficiency for me. I have a lot of experience in Latin America. I have not so much experience in Europe, so I wanted to learn about the European Union. I wanted to learn about the Euro. I wanted to learn the history of it, the challenges associated with it. So when we started looking at Ireland in depth, I would have some expertise in that information and I would have some general background to give them on how the European Union works and how Ireland was affected in it. So for me, it's sort of enhanced an area that I had no familiarity with before that.

Kathi also shared how she uses what she learned at another conference in providing learning opportunities to those at her college and beyond.

I go to the Community College for International Development conferences and I try to bring back information that I want to share with the community, the college community, and people who are interested. They can come and learn about the

strategies that other people are using at other colleges that we learned about. We try to offer global movies. We try to offer global lecture series and things like that and then as people get used to it being more part of what we do here, they think more about it and I think with their thinking more about it, and we start thinking about it as a skill that our students need to acquire. Then we start thinking about ways that we can touch them with that in whatever it is we do for the college. We have good support from our president and our VP and that makes all the difference.

Carla shared that attending an association conference is an important learning resource and she brings back what she learns to share with others in her field of practice.

I might go to a conference like Community College Humanities Association and see a number of sessions. For me, I learn best if I can hear it, so I know that about myself so any kind of conversation I can have or hear about ideas and then I bring them back and use them.

For community college faculty, there have been many opportunities for organized learning from international travel to special topic workshops, symposia, and conferences. These opportunities are often sponsored by state and national community college organizations – organizations that include those of which membership was a required element of the selection process for this study. Most participants expressed that these opportunities have been a significant part of their professional development and in support of their global perspectives, although some expressed a level of disappointment in the depth of experiences and lost opportunities to extend the international learning beyond direct participants.

### **Chapter Summary**

The purpose of this qualitative collective case study is to explore how community college faculty members approach globalization in relation to their work. Understanding the work of faculty in the global infusion of their teaching is important in that it will contribute to the knowledge of globalization and how it relates to instructional processes in the community college. This chapter was presented in two parts. The first consisted of institutional profiles of the three community colleges that were used as data collection sites, followed by individual profiles of the fifteen participants from across these sites who have actively pursued the global infusion of their work. The second part presented the data from the interviews of the fifteen community college faculty and from document review structured around four general themes and numerous subthemes that emerged through analysis of the data using framework coding generated from Brookfield's four lens model, which also served as the conceptual framework for this study. The four themes that shaped the presentation of data include: development of a global perspective, global infusion of practice, influences of the institution, and learning resources. Participant quotes were incorporated in the presentation of findings to support and provide illustration of themes. The next chapter will provide a discussion of findings as revealed from the analysis of the data.

## **CHAPTER 5: FINDINGS AND DISCUSSION OF DATA**

### **Introduction**

Globalization is influencing the way that community colleges serve students in providing the understandings and experiences necessary for them to become an active part of an interconnected world. The workforce of today, even if situated locally, may have international connections that significantly shape the work environment and ultimately the manner in which graduates are prepared with global perspectives and skills. The purpose of this qualitative collective case study is to explore how community college faculty members approach globalization in relation to their work. This study utilized a qualitative case study approach to explore the work of faculty in the globalization of their teaching in the community college setting. For this study, the unit of analysis will be the individual faculty members at the community colleges; and while they will be studied at the individual level, data will also be considered from the perspective of collective faculty in determining comprehensive implications for practice, theory, and future research.

Through a purposeful selection process, three community colleges were chosen from a pool of institutions that were identified as having demonstrated an interest in institutional globalization through membership in three specific organizations: Community Colleges for International Development, World View, and the American Association of Community Colleges. Additional criteria that was considered to support diversity in the data collection included: geographic location, institutional size, and accessibility to the institution for data collection. Interviews were conducted that were both semi-structured and in-depth with a

total of 15 faculty from across the three community colleges. Faculty selection criteria included those who were teaching in full time capacities in curriculum programs with a minimum of five years of experience in the community college setting. The number of participants from each institution varied with four from the smallest, six from the largest, and five from the college of more medium size. Five of the participants represent faculty in applied technology programs, with some also involved in student success courses. The remaining ten participants serve as faculty who are teaching across the humanities, arts, and sciences. The primary method of data collection was through participant interviews. To provide structure to the process, an interview protocol was developed using Brookfield's reflective lens model as a guide. Demographic data was collected as part of a pre interview discussion and was used in the development of participant profiles. The total interview time combined from across the 15 interviews was about 23 hours. Additional data was collected from document review that included instructional documents provided by faculty and institutional documents that were either provided by the colleges or secured through public sources. The data was initially structured using the four elements of the reflective lens model that served as the conceptual framework for the study and include: autobiographical, student, colleague, and learning theory. The interviews were then framework coded using NVivo software for structure.

In an analysis of the data, four primary interconnecting themes were revealed from across the framework structure, with a group of sub-themes established for each to further define the data. The first theme relates to how faculty approached the *development of a*

*global perspective* that supports the motivation to infuse their work. This theme identified three significant sub-themes: *personal background, international travel and experiences, and professional philosophy*. The second theme relates to the *development of globally infused teaching*. From this theme, three sub-themes were established that related to the various approaches and processes undertaken and include: *achieving curricular infusion, connecting students to global learning, and identifying challenges* in making it happen. The third theme focuses on faculty perceptions of the *influences of the institution* in the global infusion of their work. For this theme, there were two significant sub-themes used to structure the findings and include the *organizational commitment* to a global initiative and faculty interactions in *working with colleagues*. The final theme, *learning resources*, relates to how faculty approach their own learning and the resources to which they primarily turn. This theme identified two significant areas that were developed as sub-themes: *literature and electronic resources* and learning through *organized experiences* as with international travel, workshops, symposia, and conferences accessed through organizations with an international focus. The themes and sub-themes are presented in Table 1. The following section will present a comprehensive discussion of the primary findings that were determined from across all of the themes and sub-themes presented in chapter four.

### **Discussion of Findings**

Community colleges undoubtedly understand the significance of providing students with a different set of knowledge, skills, and perspectives than those needed by prior generations in order to be successful in a global workforce and society. Even with

institutional movements to globalize a campus environment, it is perhaps the college faculty that have the primary responsibility for providing these essential global learning experiences to students. Therefore, this qualitative collective case study explored how community college faculty members approach the development of globally infused content and instructional processes in their work with students. Data was collected and structured from the perspective of reflective practice, allowing faculty to consider how they approach their global teaching from four suggested perspectives using Brookfield's lenses. There were four primary themes which emerged from the data during the first level coding and analysis phase, as previously discussed in this Chapter. As I continued with second-level analysis, I re-organized the four primary themes into three significant findings as follows: 1) Personal exposure to international travel increases the probability of a positive commitment to globalization and supports the ability to visualize and pursue changes to teaching, 2) A global perspective in teaching that comes from a personal motivation and sense of responsibility to student learning, more so than one guided by an institutional expectation or mandate, increases the likelihood of a positive commitment to the global infusion of faculty work, and finally, 3) Learning resources that are easily accessible and primarily focused on contemporary global issues and circumstances are more likely to be utilized by faculty in the development of global aspects of their work than resources that are more academic and theory based. This structure will be developed directly around the findings that were generated from across the multiple themes and will support the development of a more comprehensive discussion as to the importance of each finding as it relates to faculty and

how they approach the global infusion of their teaching that is situated in the learning environment of the community college.

**Finding # 1. Personal exposure to international travel increases the probability of a positive commitment to globalization and supports the ability to visualize and pursue changes to teaching.** The data overwhelming supports the significance of the learning and direct experiences gained through international travel by faculty as a motivating factor to globally infuse teaching. Faculty expressed that they believe international travel to be one of the most critical elements that they utilize in the development of global perspectives and understandings in their work. A commitment to teaching with a global focus requires a level of understanding that can be supported and tremendously enhanced when faculty have first-hand international travel experiences that can be incorporated in the instructional activity.

The significance of international travel in the development of globally inspired teaching may be attributed to the transformative nature of the experiences and how they shape a person's awareness of the world. The stories shared by faculty of their international travel experiences suggest that they were faced with a variety of new and perhaps disorienting experiences. Intolubbe-Chmil, Spreen, and Swap (2012) contend that a greater level of access to international travel provides opportunities for engagement with the world that can be transformative, both personally and professionally, through an expanded awareness and in the development of deeper perspectives. Moore (2005) describes this type of learning in an international setting as an alteration of "frames of reference through critical

reflection of both habits of mind and points of view” (p. 82). The adaptation of faculty to new situations, cultures, and experiences during international travel is termed by Haines (2013) as “culture shock” and describes how faculty feel when faced with unexpected elements such as military presence, levels of poverty, climate and physical environments, and differing customs that influence the development of personal relationships. In Haines (2013):

Although overseas experience may have a complicated interaction with education, and the interaction may not always be a positive one, yet still that experience, and that interaction with a different environment – sensory, social, cognitive, and linguistic – lies at the heart of most educational visions. (p. 20)

These experiences may also support a change in how faculty perceive themselves as they work to integrate the different experiences, levels of awareness, and adjusted values from their travel. In a review of literature, there appears to be limited data to support how this potentially transformative experience is actually internalized and conveyed in the work of faculty; however, there is data on how these experiences can affect students as their ideas and mindsets are influenced through global engagement (Intolubbe-Chmil, Spreen, and Swap, 2012). If the transformative nature of international travel is assumed to have similar influences on faculty, the literature supports the impression of the faculty in this study regarding their own global experiences. Each participant’s story added to the confirmation that international travel has the capacity to generate personal change through often

unanticipated observations of and experiences in a very different world from their own. All of these new experiences may then be conveyed to students through their teaching.

There were various forms of travel experience cited by participants as being significant in their work, with some beginning as early as family travel from childhood. Other travel experiences that were deemed as being significant to their work include: study abroad experiences as students back in college, as travel leaders in an educational setting, in research abroad, from international travel in professional capacities outside of education, through community college sponsored travel, from opportunities for participation in scholarly projects, and from personal travel. For one participant from among those included in this study, international travel experience was gained through military service that he expressed had been important to his own teaching, as a departmental leader, and in his work with campus-wide initiatives. The value of learning through experience is supported in Bergsteiner, Avery, and Neumann (2010), “Individuals create knowledge from experience rather than just from received instruction. Conflicts, disagreements and differences drive the learning process as learners move between modes of action, reflection, feeling and thinking” (p. 30). Although international travel experiences were gained through a number of different venues, the underlying benefit was expressed as being the same in that it provided a base for their own development of deeper levels of knowledge and cultural understanding that could be transferred to students from the perspective of first-hand experience. Raby (2007) suggests that the opportunity for travel “entices faculty to revise curricula, which in turn

inspires students to participate in internationally oriented programs and thereby gain international literacy skills” (p. 58).

An important opportunity for faculty to access international travel experience is through study abroad programs that can not only provide study opportunities for students, but present opportunities for faculty as well. For some of the faculty, these experiences provided opportunities to lead groups of students internationally with globally focused instruction that was first introduced in the classroom through the development of pre and post travel learning activities. These faculty expressed the perception that these opportunities may be even more critical in teaching their community college students in that the vast majority may not have the option to travel abroad in the first place – a situation that they do not believe will change in the future. Guerin (2009) states:

This is particularly true of the typical community college student due to their employment and family responsibilities and financial limitations. Thus, relying on study abroad as the chief vehicle of international education, however appealing it may be, will ultimately fail to appreciably impact the lives and learning of the large majority of students. (p. 612)

Faculty expressed that the likelihood of community college students not being able to access study abroad themselves, makes it increasingly important for faculty to gain those experiences and be able to utilize them in the instructional environment, given that the curriculum is where most students will ultimately connect with global learning.

Literature supports the significance of opportunities to infuse the classroom experience with learning gained through international travel as faculty bring back new and different experiences, and gain expanded cultural and linguistic understandings. While participants were very positive in their discussions about the importance of international travel and how it influenced their work, they also overwhelmingly believed that for faculty with no experience of this type, there may be limited success in getting them to actively pursue globalization in their teaching. Green (2007) supports that faculty who have experience abroad are more likely to carry that over into their work, although conversely, for faculty who have not had those experiences, integration of global teaching at any level may be challenged. Green (2007) contends:

Such faculty may be more inclined to articulate concerns about internationalization or ignore it in their own professional lives. Their opposition or indifference may be grounded in concern about their own personal capacity to contribute meaningfully to internationalization efforts, or about their role in a changed instructional environment.  
(p. 21)

This challenge in motivating faculty with no international experience to build a practice that includes global teaching, may also represent a challenge for the institution in that negativity or indifference may significantly impede efforts for a campus-wide initiative thus diminishing the efforts of those faculty members who are globally motivated and actively involved.

While the majority of faculty had international travel experiences provided through the community colleges, the manner in which individuals were chosen and the level of opportunity was somewhat different from one institution to the other, although the common thread was that each began with some form of application process. Additionally, the level of competitiveness was dependent upon the number of applicants actually seeking to travel, the desirability of the proposed destination, and to some degree, limited to those who already understand the importance of international travel and how it supports their work with students. At one institution, there were faculty who had participated in multiple travel abroad opportunities - one with as many as nine college related trips. At another college, a single faculty member is selected from among the applications to participate in an annual World View trip abroad. At this college, it was portrayed as an award in recognition of a faculty scholar status. Literature supports the use of a rewards system to encourage faculty to participate in global initiatives with both monetary awards, as well as non-monetary incentives such as professional recognition and workload adjustments. In Raby (2007):

Administrative leadership must create and support opportunities for in-service training, conference attendance, and overseas professional travel. Stipends in the form of mini grants let the faculty know that their work in this area is being supported. Community college leaders must also honor faculty who infuse international knowledge in the classroom. (p. 64)

Each college appeared to have a process in place at some level to determine travel opportunities, however, it only really worked for those actively seeking to travel. There were

no initiatives that were evident to trigger or nurture the development of a desire to travel in those who had no interest, although the value of international travel experience was acknowledged and understood by the institutions.

A program that provides international travel opportunities is subject to various challenges and barriers that may impact the level of opportunity. All the participants expressed that while the value of international travel was recognized, ultimately opportunities to travel were often dictated by budgetary constraints. They believed that if more opportunities were available, perhaps additional faculty could be encouraged to become involved. In Raby (2007), "Without money, new international programs cannot be initiated or successfully maintained. As a result of budget shortfalls, some community colleges have cut international staff development activities, prohibited faculty from travelling abroad, and eliminated some study abroad programs" (p. 64). Green (2007) adds, "Insufficient funding is further exacerbated by the marginal status of internationalization on most campuses. Budget cuts hit travel first, with international travel being especially vulnerable" (p. 20). A perceived lack of funding for international travel may not be the only barrier to overcome. Faculty expressed that to move this element of globalization from the periphery, it is not simply the institution that has to spur the movement, but also the faculty who are not globally motivated. In Green (2007), "The value they place on international and intercultural learning is often correlated with their personal experiences" (p. 21). If faculty have no international travel experience and do not understand how it fits in an institutional commitment to globalize, in a limited budgetary situation, they may be more inclined to support other

funding priorities of which they may feel more of a connection and commitment (Green, 2007).

All participants expressed the belief that opportunities for international travel significantly contributed to the globalization of teaching and in preparing students to live and work in a global society. There appeared to be a sense of responsibility among the faculty to share what they had learned in their travel with their students. Faculty used their experiences to provide insights from their travels to different areas of the world, circumstances they encountered, and people with whom they communicated. They expressed concern with the limited opportunities many of their students may have had in making connections with places and people outside of their own counties, which helped frame just how important the work of faculty in teaching from a global perspective can be in preparing students with what they will need to be successful in a global workforce. In Richardson (2012):

Generally speaking, college students are introduced to global issues from their instructors. Teachers who travel abroad have different experiences and can bring those experiences into the classroom. They can provide first-hand knowledge about the people, the food, the architecture, the language, the landscape, and the culture of the foreign country. These experiences, good and bad, can support or contradict what the author is saying in a textbook. (p. 44)

Through faculty sharing of experiences and perhaps authentic artifacts from international travel, students may be motivated to learn more about the world and be more open to global perspectives in their own learning.

Although faculty expressed a sense of responsibility to incorporate what they had learned from international travel and share it with students through their teaching, there was less consistency in the perceived expectations regarding similar sharing with colleagues or with the institution at large. Many of the faculty expressed that with regard to their colleges, there were very limited expectations beyond their own personal travel experience, if any. It is important to note that even without the expectations, there was still a personal responsibility expressed by most to use the experience beyond their own classrooms and share informally with colleagues and more formally by facilitating professional development for a larger campus community. This personal responsibility was expressed as being part of their global perspective or worldview and connected to their commitment to the global infusion of their work, as is discussed in the second finding from this study.

**Finding # 2. A global perspective in teaching that comes from a personal motivation and sense of responsibility to student learning, more so than one guided by an institutional expectation or mandate, increases the likelihood of a positive commitment to the global infusion of faculty work.** One thread that was very evident throughout the data was that all participants exhibited a significant personal worldview in their discussions that supports the global perspective or international mind-set from which they approach elements of their teaching and interactions with students. One participant described the presence of this global perspective in faculty as they “just get it” and recognize the value of it in their work. Evidence of this global perspective came out of the discussions regarding motivation and commitment in their roles as adult educators and in the sense of

responsibility they expressed in providing students with the knowledge and skills necessary to take their places in a continually changing global workforce. This responsibility was fueled in part by their own knowledge, understandings, and perspectives gained through the many personal and professional experiences that have shaped the way they view the world and what they believe to be effective in global teaching. In Richardson (2012), “The global teacher plays a key role in educating students for the Twenty-First Century. As the world economies continue to change, the paradigm of teaching has to change to meet these demands” (p. 44). To address these changes, faculty acknowledge that they use their own personal worldview as their basis for global teaching.

The faculty expressed that their global perspectives were very much a part of who they are as both individuals and professional educators, and explicitly connected to their personal background and experiences. International travel provided them with opportunities to build personal connections with other cultures and circumstances. In Green (2007):

Individual motivation to be involved in internationalization depends considerably on one’s attitude toward international and intercultural learning. Some faculty may be personally interested; others perceive such learning to be extraneous to their personal and academic goals. The value they place on international and intercultural learning is often correlated with their personal experiences. (p. 21)

A very personal connection to global learning was also revealed in the approaches pursued in global teaching, at some level, by all of the participants. Globally infused teaching that serves to build a personal connection between the student and either an individual, a

population, an issue, or a circumstance that is present or indicative of another culture was perceived by faculty as providing a deeper learning experience and important in their teaching. In Green (2007):

Faculty members with an international mind-set draw on knowledge from diverse settings, cultures, and languages to internationalize the curriculum; use integrative skills such as translating, synthesizing, and connecting; and are adept at identifying the cultural influences that shape these examples. (p. 21)

Faculty expressed that personal connections to learning were made through activities promoting communication and interaction with persons of other cultures during various campus events and community activities. Opportunities for students to internalize their learning in a very personal way were provided in the classroom environment by focusing on specific globally related issues or circumstances as part of the instruction to generate a level of comparison to the personal understandings and circumstances of the students. For faculty who provide globally infused aspects in their teaching through pre and post learning opportunities connected to study abroad, they expressed how that type of activity supported a deeper level of understanding and personal connection than students could gain from the experiences alone. Building a personal connection was also expressed by faculty as being a primary element in building interest in global material by students who initially may not have seen the value. The value of making personal connections to global learning is supported in Reimers (2009):

Students...are engaged when learning is important to them and when they see its relevance to their lives. A focus on issues that are relevant to students and to their friends, families, and communities is key. Some of the aspects of globalization that should be understood by most citizens include trade, energy interdependence, international institutions, law and global governance, human rights, global poverty and inequality, global peace, conflict and security, environmental degradation and challenges, and population growth and imbalances. (p. 36)

The varied aspects of globalization are more relevant to some disciplines than others; however, faculty believed that any discipline could ultimately be structured to provide students with some level of understanding and relate its relevance to the students' own circumstances.

The data supports that the development of a global perspective or worldview may be connected at some level to the disciplines in which the faculty are situated. Many of the faculty expressed that while they are all actively involved in globalization activities in their teaching, there are some disciplines that could be more difficult to globalize. In Green (2007), "Faculty members may consider international learning irrelevant, doubting that individuals studying a particular field would ever need global competencies and believing that technical expertise in the subject is the only content of importance" (p. 21). While this thinking may represent the reality for faculty who have not quite embraced globalization as a critical element in their discipline, the participants in this study supported the line of thought

that every course could at some level have some global element, although acknowledging that for some disciplines it may be more of a challenge than with others. In Green (2007):

Developing an international mind-set can be particularly challenging, since it requires examining assumptions underlying the discipline and developing or refining a set of intellectual skills different from those emphasized in their original graduate training and by their professional disciplinary association. (p. 21)

The participants attributed the motivation to explore ways to globally infuse teaching ultimately as a personal choice that may in part depend upon the presence of an entering worldview.

This finding clearly supports the connection between faculty and their personal global perspectives and in the motivation to include globally infused elements in their teaching.

What is interesting to note is that this personal worldview appears to be the primary motivating factor in the willingness to actively seek global teaching, more so than any perceived institutional expectation or mandate to support a campus-wide global initiative. In Hardré (2012):

Motivation is intrinsic when an individual engages in an activity because of interest and enjoyment of the activity itself or valued outcomes connected to it. In contrast, motivation is extrinsic when the individual engages in the activity because of the incentives or external pressures from others. In both learning and work-based studies, intrinsic motivation predicts greater effort, engagement, enjoyment, and achievement.... (p. 542)

This idea of motivation as the primary form of support in the global infusion of teaching is further supported by the timing of the global movements by faculty at two of the three institutions that actually preceded any institutional declarations. The majority of faculty indicated that the choice to explore and build global elements in their work was motivated more from within and from a personal worldview, although a comprehensive institutional commitment to global education was recognized and acknowledged as being a significant element of support. They perceived their commitment to global teaching as more of a contribution to an institutional initiative, rather than as a result of an identified directive. In Raby (2007):

When reform comes from senior-level administrators, it is sometimes easier to modify college missions and policy documents, create curriculum committees, and establish a context for nonmonetary incentives....Although top-down leadership is frequently encouraged...it does not always ensure success. Faculty support is critical; they are the institutional actors who teach the internationalized curriculum, serve on international committees, and lead education abroad programs. (p. 58)

For institutional success in globalization, the contributions of faculty are significant. Raby (2007) warns that, "It is essential that support for international education does not remain in the hands of a select few but rather is ingrained throughout the college" (p. 58). It may be the momentum that begins in the classroom, at the core of a globally infused educational environment, which ultimately serves as the foundation from which to build a college-wide

movement; after all, the power of a grassroots faculty movement was documented in the historical beginnings of global teaching initiatives at two of the community colleges studied.

Faculty expressed that their global perspective significantly impacts their teaching and that they acknowledge having a considerable level of autonomy as to how they approach the global infusion of their work, even though the presence of academic freedom for community college faculty is a point of discussion in literature. Studies show that while community college faculty may have minimal control over teaching assignments and specific populations of students being served, when considering classroom autonomy, they have considerably more control. In Kim, Twombly and Wolf-Wendel (2008), “Those who have written about the professional status of the community college faculty agree that full-time faculty members have had considerable control over curriculum and over what they teach in their courses and how” (p. 160). It is important to note that while they believe a significant level of autonomy exists in the instructional environment and in determining curriculum, the faculty expressed that there are elements that must be considered that drive curricular decisions. These elements include both transfer requirements dictated by universities and workforce related skill sets that prepare students for specific fields of practice. The level of autonomy that faculty perceive in the development of their teaching may also be connected to levels of satisfaction in their professional roles (Miller & Miles, 2008; Kim, Twombly & Wolf-Wendel, 2008; Weldon et al, 2011).

**Finding # 3. Learning resources that are easily accessible and primarily focused on contemporary global issues and circumstances are more likely to be utilized by faculty in the development of global aspects of their work than resources that are more academic and theory based.** When faced with the development of global elements in their teaching, faculty expressed that while their personal knowledge, background, and experiences play a significant part in their motivation and serve as the foundation for their practice, they also utilize a variety of learning resources in their own learning and teaching. Although it has been previously established that the participants believe that fear of insufficient knowledge about international content may keep some faculty from making a move to globalize their work, it was not an issue for any of these faculty. They expressed that their first point of research in seeking new or additional information is one that is readily accessible, timely, and relevant to what is happening in the world – the internet. The majority of the faculty indicated that in learning about globalization and in the incorporation of it in their global teaching, they often turn to the internet as a primarily resource to locate international facts, trends, and current issues. One participant put the high accessibility of the internet in context when he compared it to the significantly different research practice he experienced during his college years when researching a topic was considerably more labor intensive and generally involved a card catalogue and maybe microfilm in the slightly overwhelming context of a campus library.

Faculty appeared to approach learning about globalization or in addressing anything that is new to them in generally in the same manner - they pursue learning as much about it

as possible from a variety of resources. Already established as the source for easily accessible and timely information, the internet was also cited as a resource that could be used to initiate a search for relevant articles and information from sources that may be more content specific or academic in nature. Several reasons cited for initiating activity to support their learning include: to update teaching to introduce new global content, to address feedback from students, to generate activities to build discussions of international topics, and for the majority of faculty, to simply support their own personal global understanding.

A review of literature supports that for community college faculty, there is a reluctance to immediately turn to academic resources to support teaching in that they may not see the relevance of theoretical literature to the community college setting - specifically if it is written by authors who are primarily from the university sector, only involved in research, or far removed from the classroom and actual practice. While this may have been indicative at some level for these faculty, literature supports that there are journals and articles that are applicable to the community college setting, written using the voices of practitioners, and specifically grounded in the context of community college practice for use in theoretical analysis. In Hardré (2012):

Community college faculty rarely use systematic teaching research; instead they tend to teach by nonsystematic trial and error or to teach as they were taught. Creating a scholarship of teaching and learning that includes teaching research can produce a learning community in which faculty engage together to address shared concerns. (p. 541)

Although there were some references by faculty to the use of resources in content based learning, the majority of the faculty focused their globally focused research on contemporary topics primarily due to being readily accessed, specifically when related to current events or situations receiving international attention, or that addressed questions that had been generated in the course of classroom instruction or associated discussions.

Aspects of adult learning theory or instruction in the community college environment were primarily absent from the discussion of global research, although it is important to note that there were elements of faculty learning that could be connected, primarily with the transformative nature of international travel experiences. In the first finding, international travel was established as providing significant support for faculty in making a positive commitment to globalization. Learning from international travel can support faculty as their experiences and learning are conveyed in their global teaching. Therefore, it is important to consider international travel as a significant resource in faculty learning that may provide experiences that are both informative, as elements to be incorporated in the curriculum, and as transformative and reflected in the demonstrated commitment and responsibility of faculty to their global work (Crabtree, 2013).

Community college faculty are faced with a tremendous challenge in providing the global skills needed by students and must often address their own levels of global awareness. One informal strategy expressed by the faculty as being significant to their learning and in their practice was collaboration with like-minded colleagues. In Richardson (2012), "In a shared learning community, instructors can have a more in-depth discussion about any given

topic, because each instructor can share his or her knowledge about the topic” (p. 47). An example of a collaborative environment can be seen in the shared responsibility expressed by faculty in the development of relevant globally focused content and learning activities to generate group discussion regarding the potential for classroom implementation. Alexander et al. (2012) contend that given the often heavy teaching loads of community college faculty, there is often limited time for interaction with colleagues for collaborative activities, although acknowledged as being extremely important to support faculty learning. Literature represents this form of sharing among colleagues as a challenge impacted by workload, time, and in some cases, motivation; however, the collaboration that was found among the faculty in this study was representative of an effective community of practitioners, who were also learners themselves, seeking to gain new perspectives and a deepened global awareness to support their teaching.

Textbook selection that is addressed at a departmental level was also indicated as an activity that was undertaken collaboratively to make sure that environmental elements were included. In Richardson (2012), “Textbook selection is just as important as the faculty experience, so faculty members need to devote time to reading available textbooks before making a final selection” (p. 45). Collaboration with colleagues was described by faculty in terms of sharing successful global strategies as well as those that were not as useful, in the creation of new learning modules, and in the joint development of campus activities that are connected to learning outcomes across disciplines. Unless coordinated by a designated global representative, as was the case at one institution, collaboration among faculty

appeared to follow departmental units, and in some cases, specific discipline lines with more limited references to significant relationships among faculty at the institutional level.

In addition to informal learning serving as an important faculty resource, organized learning was also expressed as a significant element in that it allows them to situate their global perspectives and experiences in a different learning environment. There was much value attributed to the learning opportunities that connected them to colleagues from other colleges, universities, and to the business community. The issue in being able to attend external workshops, conferences, and other organized learning events was expressed by faculty as being dictated by budget and subject to the strategic allocation of often limited training funds. In Raby (2007):

To effectively internationalize the curriculum, faculty must be involved in new research and creative application of international pedagogy and curricula. This requires time, enthusiasm, and collaboration with experts in the field. Administrative leadership must create and support opportunities for in-service training, conference attendance, and overseas professional travel. (p. 64)

Interaction with a different group of professional colleagues may generate increased awareness in some areas, as well as add to their body of global knowledge that ultimately carries over into their teaching. In Raby (2007):

Infusion is cost-efficient; it requires little more than faculty initiative and commitment. To infuse the curriculum, faculty can rely on life experiences, including international travel for business and pleasure, participation in

internationally themed seminars, and discussion of internationalized components of the textbooks. (p. 60)

Each of the three organizations used in the site selection criteria for this study – Community Colleges for International Development, World View, and the American Association of Community Colleges, were cited by faculty as having provided global study opportunities that included conferences, workshops, and international travel of which many had participated. Through these activities, faculty accessed both direct learning and opportunities to network with other institutions pursuing similar ventures. Due to possible limitations in funding for these external learning opportunities, when faculty were selected to attend, they expressed a deep conviction and personal expectation on their part to bring the information back and share it with others at the institution. This provided a professional development opportunity for their colleagues, thus extending the global learning benefit to a wider audience. There was a thread of concern expressed by the faculty as to the limited expectations following participation in any event, by both the institutions and the sponsoring organizations, to extend the learning to others beyond those directly participating. Although this issue was primarily discussed in relation to World View travel, there were elements of the issue present in most of the discussions and expressed as needing to be an acknowledged responsibility associated with participation in any learning opportunity as an element of support in gaining broadened levels of global teaching.

### **Chapter Summary**

The purpose of this chapter was to provide a discussion on the findings of this study based on an analysis of data on community college faculty and how they approach the development of globally infused content and instructional processes. This chapter began with a brief discussion of the structure of the study to include methodology and the criteria for the selection of institutional sites and participants. Brookfield's reflective practice was presented with reference as to how it was used as the conceptual framework, subsequent development of the interview protocol, and structure for data analysis. Information was provided outlining the primary themes and sub-themes followed by a detailed discussion of the three primary findings that were revealed through data analysis. From this discussion of findings, specific implications and recommendation have been determined as related to practice, theory, and research in community college globalization. These implications and recommendations will be presented in chapter six.

## **CHAPTER 6: IMPLICATIONS FOR PRACTICE, THEORY AND RESEARCH**

An increasingly interconnected world is changing the way community colleges prepare their graduates for success in a workforce that will require a different knowledge set and level of global understanding than in years past. The change is not one that can be considered a terminal activity for adult educators, but one that will be continual and with a growing significance as the community college works to refocus what may have been a very local perspective of community to one that is actually world-wide. At the heart of the community college mission is instructional programming, placing the faculty of the college central in its delivery and key in the development of globally infused learning opportunities. The findings of this study offer meaningful insights into community college faculty perspectives on globalization. This chapter is organized around an integrated discussion of the implications for practice, implications for theory, and implications for future research, as supported by the study findings.

### **Implications for Practice**

The findings from this study of community college faculty in the globalization of their teaching gave participants an opportunity to share stories of their work to support global learning. These findings generated specific implications for practice that relate to globalization in the community college.

### **Recognizing the Value of International Learning and Travel Experiences**

Community college leaders must recognize the significant value of international travel for faculty and find ways to make it even more meaningful during and after the

experience in order for them to optimally infuse it into their teaching. This study suggests that international travel represents a significant learning opportunity and motivating factor for faculty in choosing to globally infuse their teaching. In addition to the travel itself, both pre and post travel support could make the difference in helping faculty members maximize their learning and in the incorporation of new perspectives in their work, and support a more meaningful international experience for the faculty both personally and professionally.

Community colleges need to consider a structured approach to guide professional development to avoid situations of uneven or insufficient access by faculty to international travel and other forms of global learning. The findings also indicate that faculty may have perceived a limited level of responsibility to share their knowledge and understandings gained from international travel to colleagues who had not been afforded the opportunity to participate, specifically with the more costly travel options. Without a structure in place for allocating professional development opportunities, specifically international travel, the faculty who are already motivated and interested in global teaching may dominate access and participation. Faculty support to deepen the experience gained from international travel may be provided via:

- Pre-travel preparation designed to offer guidance relevant to the level of travel experience of faculty and the specific regions and cultures that will be a part of their travels could be critical considerations.
- Pre-travel planning activities may provide faculty with opportunities to establish how they will be using the experience in their teaching, so that while immersed in the

- cultural environment of their destination, they begin to connect their own learning to their future teaching.
- Post-travel reflection could be achieved through a follow-up facilitated debriefing event for travel participants with opportunities to share information and insights with others.
  - Encouragement to include travel experiences in future work could be achieved via providing incentives for incorporating new material or pedagogy into teaching activities. Incentives may include monetary awards, reduced workload or advising responsibilities, special recognition, preferred teaching schedules, or other exclusive opportunities that would reward faculty for their globally enhanced teaching.

A more structured approach for managing international travel and professional development options could be achieved through:

- Clearly defined expectations following travel that could include thoughtful “show and tell” or reflection sessions facilitated by these faculty to boost the appeal of international travel to community college faculty members who have not previously considered it important.
- Promotion or packaging of travel opportunities in a manner which attracts professionals from a range of disciplines, international experience levels, and interest areas.
- Development of policies to guide the selection of faculty for global learning opportunities that clearly articulates the options, selection process, responsibilities to

incorporate it into teaching, and expectations to share learning with colleagues who haven't yet participated.

- Development of criteria for priority consideration in the selection process to support access to persons with less international experience, those who are teaching in disciplines that could significantly benefit from global exposure, or faculty who have a direct connection to business and industry and could be valuable representatives in negotiating local community workforce training projects.

### **Valuing an Entering Worldview in Faculty Qualifications**

Community colleges must consider their institutional hiring practices in seeking out and cultivating a certain type of faculty member to support institutional globalization as well as globally infused instruction. For the faculty in this study, the development of a global perspective was supported by a combination of elements from a personal background, international travel experience, and global learning opportunities. These personal and professional attributes can be carried over into their teaching and represent important qualifications that extend beyond the generally required academic preparation and/or workforce experience needed to teach in specific content areas. Additionally, an entering worldview by faculty may be key in community college globalization and build support for a strong bottom up faculty movement. Therefore, for community colleges seeking to develop a globalized instructional environment, an expanded view of what constitutes adequate preparation and experience for teaching may need to extend beyond formal training and general teaching experience. The findings indicate that for institutions seeking to develop

this global learning environment, the faculty hiring process must be more intentional and consider as part of the professional qualifications:

- Personal or professional background in travel.
- Previous international learning opportunities.
- Openness to new instructional opportunities and challenges.
- Evidence of infusion of global perspectives in their work.

### **Nurturing the Development of a Worldview**

An entering worldview by faculty is important in supporting globalized teaching; therefore, for persons who have had limited international experience from which it may be triggered or supported, community colleges will need to find ways to nurture its development. The faculty who were a part of this study already possess a global perspective supported through their experiences, prior learning, and a genuine curiosity about the world and cultures other than their own. These are the elements that faculty expressed as motivating their global teaching. They also expressed that for those faculty who had not globalized their teaching, the reluctance may simply be attributed to the lack of a personal worldview. Supporting faculty in the development of a personal worldview may require a softer approach, and intervention by other faculty may be the answer. At *Eastern Community College*, Kathi described this dilemma as finding a way to bring them along, instead of forcing them along. Although support by the institution is critical in providing international learning opportunities and resources, it may actually be the faculty who are charged with the responsibility to support colleagues as they “dip their toes in foreign waters” and pursue

global teaching. Community college leaders may support the development of a personal worldview with:

- Support for development of opportunities for faculty to participate in collaborative activities, institutional projects for globalization, or to trouble-shoot challenges that have emerged in the implementation of global instruction.
- Opportunities for collaboration that extend beyond the departmental level to provide a less fragmented approach to globalization and one that is more institutional in scope.
- Support for faculty through programs to develop mentor-mentee relationships that pair faculty with differing levels of global awareness and/or motivation to globally infuse teaching.
- Activities to foster sharing of best practices and the modeling of effective methodologies in the instructional infusion of globally inspired elements.

As an institution moves forward with a global initiative, it will be important to consider the significance of faculty motivation and how it is supported by a personal worldview. As revealed in the findings, an intrinsic motivation in faculty to pursue global teaching may be connected to a personal motivation and sense of responsibility; however, that alone may not be enough for community colleges to be successful in an institution-wide initiative. While this study supports the power of a bottom-up movement by faculty in support of globalization, as demonstrated by grassroots movements at two of the colleges, it is also important for leaders to match this bottom-up movement with a focused and intentional top down program of institutional support. The dynamic of the top-down versus bottom-up

movements may appear to be at uneven levels at various points in the process, depending on where colleges are in their institutional initiatives; however, community college leaders need to recognize the significance of a strong concurrent movement in the advancement of global objectives. Ultimately it comes down to a personal decision on the part of the faculty to pursue global teaching, unless there is a directive or mandate from the institution that forces the issue – an action that is not supported, based on the findings of this study, as being effective in motivating faculty to globalize their teaching.

### **Building Resources for Learning in a Community of Practice**

To support collaboration as a significant resource for faculty, community college leaders may need to provide specific opportunities for the development of a community of practice to organize instructional content and globally inspired learning modules and activities. The findings suggest that community college faculty use a variety of resources in their own global learning, with a significant resource cited as being their interaction and collaboration with colleagues. In Richardson (2012), “The global teacher has to draw from all possible best practices that will give his or her students the necessary knowledge, skills, and abilities to compete and work in the global economies” (p.44). Faculty expressed value in their work with colleagues in developing joint projects, evaluating effectiveness of specific strategies, and in sharing global resources. This would perhaps support the development of an atmosphere for more globally inspired instruction within and across departments.

Additionally, this action would concentrate efforts and support sharing of instructional

resources, ideas, and the development of globally relevant instructional materials. To support a community of practice among faculty, the community college may need to:

- Designate a faculty member with the responsibility of researching articles and publications as well as collecting, organizing, disseminating best practices and instructional strategies that are generated from both formal and informal collaborative sharing sessions among faculty.
- Establish a consolidated resource library or repository of global resources generated through a combination of research, practice, and faculty dialogue. Scheduled faculty events could facilitate a level of continuing dialogue and allow for the sharing of new ideas, additional resources, and instructional strategies. Resources that are accessible, timely, and appropriate from a variety of both academic and non-academic sources could lessen the reliance of faculty on internet data for global content, as well as address concerns expressed by faculty of not having time to pursue new material due to heavy workloads. The designated location for the resource library could include a small meeting space to encourage interaction among faculty as they access and evaluate the materials for use in their teaching.

### **Understanding the Benefits of a Shared Articulated Vision**

A more comprehensive approach in support of globalization may generate a less fragmented perception as to the growing responsibility and institutional commitment of the community college to produce globally competent graduates. Knowledge and a deep understanding of what globalization means at all levels of the institution and to all

constituents is needed and may begin with a clearly articulated strategic plan and shared understanding of how global education connects to the institutional mission. To support the development of a globalization initiative at the community college the following actions need to be considered:

- Articulate a shared understanding of what globalization is and what it means to the institution and the instructional environment.
- Develop a more intentional and focused approach to institutional globalization expanding the group of global education advocates beyond the few who are initially motivated to the college at-large thus moving global learning to the core of community college instruction.

### **Recognizing the Value of External Collaboration and Partnerships**

To support international development and/or travel, community college leaders need to increase efforts to develop external funding and global learning options through the expansion of existing or development of new relationships that can provide opportunities for funding, support services, and collaboration. This study suggests that while the faculty appear to have had opportunities for international travel and professional development, the options are often limited. College leaders must cultivate new relationships, organizational memberships, and partnerships that support the global initiatives of the institution and expand the opportunities for global development. This may be achieved through:

- Expanded participation in existing opportunities provided through global organizations to include conferences, workshops, and other training opportunities to

- support community colleges seeking to globalize, as well as opportunities for international travel.
- Establishment of new relationships with global organizations to seek new opportunities for the development of specially funded projects that may not otherwise be possible for community colleges.
  - Seek partnerships and collaborative activities with other community colleges that have similar goals, and perhaps challenges, to support maximization of resources in the development of global curricula, joint activities, and grant funding. In Dellow (2007), “If we have good ideas and have made successful curriculum changes, we need to share them with our professional colleagues so they do not have to reinvent the wheel” (p. 44). A collaborative network could be tremendous in both supporting and encouraging faculty to build greater levels of globally inspired instruction in their work with students.
  - Develop partnerships with institutions in other countries, supported through grant funding, to pursue dual enrollment opportunities and international travel options for both faculty and students. Partners could be identified through community college constituents such as local businesses, industries, and community organizations with international connections that could serve as the foundation to establish the initial relationship and joint planning.

### **Using Reflection in Practice**

Community college leaders need to consider building opportunities to support reflective activity for faculty. This study supports the general value of reflection as a tool for community college faculty in exploring change in their teaching. Reflection was used to guide faculty through different perspectives of their work in community college globalization. Encouraging faculty to use reflection to tap into their prior learning and experiences allowed them to better understand how these elements actually support their global teaching and perhaps, how they could be better utilized. This activity could be achieved through:

- A program of reflection to include formal workshops, online activities to generate reflection, or perhaps informal brown-bag lunch sessions.
- Reflective activity focused specifically on the non-globally motivated faculty to demonstrate how their limited global experiences may be inhibiting them in their work and perhaps, provide encouragement to take advantage of international learning opportunities as they become available.
- Support for the intentional development of opportunities to nurture reflection as a customary part of globally inspired teaching and faculty work.
- Recognition of reflection as an effective administrative tool in helping faculty consider and articulate perceived challenges and issues that are inherent in the work environment and in their interactions with colleagues. This activity could help

faculty identify various elements and how they may or may not be supportive of their global work.

Reflection can provide depth to the understandings of faculty as to how they approach their teaching, specifically when faced with the need to address the emerging instructional challenges of globalization at the institution as well as to access their own growing personal awareness.

### **Recommendations for Practice**

Based on the implications for practice, the following recommendations are made with regard to community college globalization and the work of faculty:

- Develop policies and support structures as part of a comprehensive professional development program for faculty to support their global learning and/or teaching to articulate points of access to global learning opportunities, the selection process for participants, and the expectations of faculty who participate.
- Develop a structure of pre and post learning and/or reflection opportunities to support the development of a deeper level of experience gained by faculty through international travel.
- Seek opportunities to partner with organizations, other community colleges, or international entities in the development of resources to support enhanced options for global travel, planning for joint programming, and sharing of globalization initiatives, strategies, and results.

- Develop activities and structures to support faculty learning through increased levels of interaction and collaboration among colleagues.
- Develop hiring processes that reflect the value of an entering worldview as an important qualification for faculty in addition to academic preparation and workforce experience.
- Support the development of a central repository or library of global resources, jointly developed instructional materials, and shared teaching strategies. Assign a person to be responsible for coordination. This person could either be a member of the faculty or a person in a faculty support capacity.
- Create an institutional culture where faculty teach each other as they generate global elements in their teaching supporting an inclusive instructional environment for everyone.
- Develop a shared and clearly articulated vision of globalization as it relates to the institution so that all college constituents understand how it is tied to the mission and why it is important in producing globally competent graduates.
- Organize opportunities for faculty to learn about the value of reflection and how it could be an important tool in global teaching and in their practice in general.
- Structure sessions that utilize reflection to better understand faculty perceptions of the work environment so as to determine how to most appropriately support their global teaching.

### **Implications for Theory**

The findings from this study of community college globalization and the approach taken by faculty in the global infusion of their work indicate three primary implications for theory. Following a discussion of each of the implications, recommendations for the future in building on current theory will be provided.

### **Value of Reflection in Qualitative Research**

The use of reflection served as an effective frame for this study. The four lens perspectives of the Brookfield model were all important in providing a significant level of structure. In Brookfield (2002), “A critically reflective stance toward the practice of community college teaching can help teachers feel more confident that their judgments are informed and leave them with energy and intent to do good work” (p. 31). This confidence that could be gained through reflection may be important in moving faculty forward in incorporating new elements in their teaching. Although all four lenses were utilized in the data collection for this study, some appeared to be more effective than others. It was through the autobiographical lens that faculty achieved the deepest level of insight as they considered the personal aspects of their lives and how these aspects may be significant in their teaching. This supports Brookfield’s contention that the autobiographical lens provides the primary perspective with the other three lenses building on that initial activity. Reflection from this very personal level seemed to help participants develop a higher level of comfort with the interview process and perhaps helped support the collection of more in-depth data. Even though the lenses yielded different levels of awareness, it is important to consider the value

of each in forming a collective perspective for faculty in their teaching. Based on the use of Brookfield's reflective model as the frame for data collection and analysis, the following insights are offered regarding its usefulness:

- The autobiographical lens provided significant insight for faculty regarding their personal backgrounds, travel experiences, previous work, and prior learning. They were able to readily articulate how these elements have influenced the approach that they have taken in the global infusion of their work.
- The student lens appeared to be the most challenging for faculty and may have limited the depth of thought in the responses possibly limiting the understanding gained from this perspective. Although they were accustomed to getting feedback from students, the combination of using reflection that is viewed from the perspective of someone else was a challenging dynamic for most.
- The colleague lens had to be adapted to provide a broadened range of responses relating to both colleagues and the institution, given that it is not feasible to consider that an understanding of the work of faculty can be separated from the political and social environments of their teaching. Faculty considered their global work in the context of an institutional initiative, the value of collaboration with colleagues, and the challenge in dealing with colleagues who are not globally motivated in the instructional environment.
- The theory lens supported insight as to the learning resources that are considered to be useful for faculty in their global work. This lens was very important in supporting

faculty as they assessed their own learning and began to recognize the types of resources they value.

It is interesting to note that the three primary findings of this study were generated from data collected across all four lens perspectives, with each serving to have some level of usefulness as to what was learned.

### **Viewing Transformative Learning as an Outcome of International Travel**

This study suggests that international travel can be a transformative experience for faculty seeking to globalize and that the experience can shape a person's understanding and awareness of the world. During their international travel, faculty were faced with a variety of new and perhaps disorienting experiences, from being instantly surrounded by a military presence to prevent videotaping of a demonstration in the streets of China to visiting a city in the Balkans and being surrounded by buildings that are riddled with bullet holes and crumbling from the impact of mortar shells. Faculty may find themselves challenged with making sense of new situations, cultures, and experiences resulting from international travel. Haines (2013) terms this as culture shock. In a review of literature, there appears to be limited available data to support how this potentially transformative experience is actually internalized and conveyed in the work of faculty; however, there is data on how these experiences influence students through global engagement (Intolubbe-Chmil, Spreen, and Swap, 2012). Aspects relating to theory that need to be considered include:

- The transformative nature of international travel on faculty and how they approach their globally infused teaching.

- The influence of transformative experiences on faculty perceptions in situations where they are both learners and teachers.
- The transferability of transformative experiences from faculty to students through teaching.
- The perceived benefit of pre-travel training and post travel debriefing with transformative experiences for faculty in helping them sort through their newly developed awareness and perceptions of other cultural circumstances – both personally and professionally.

Each participant's story further confirmed that international travel has the capacity to generate personal change through often unanticipated observations and transformative experiences in a very different world from their own.

### **Making Assumptions in Adult Learning**

Much of the research regarding international travel has been conducted from the perspective of students as learners participating in study abroad or immersion opportunities, thus representing a disservice to faculty members who are also adult learners. Is there an assumption that because all of the participants – both students and faculty – are adult learners and experiencing the same environment, that their perceptions and understandings will be the same? While this possible assumption may have some general merit based on adult learning theory, it is important for the learning dynamic of faculty to be understood as they pursue their own development as professionals. It is unclear as to how the assumptions that were made with regard to the impact of travel experiences on faculty, when viewed from a

collective adult learner perspective, shaped the development of the finding that suggests a strong connection between international experience and the inclination to globally infuse teaching. Consideration needs to be given to specifically understanding faculty as a distinct group of adult learners and may include:

- Viewing faculty as an integral part of the more academic student experience, as well as through the personal lens of faculty as learners.
- Recognizing the differentiation among adult learners as to how experiences are internalized and the meaning they make from different forms of experience.

### **Recommendations for Theory**

Based on the implications for theory previously discussed, the following recommendations are made:

- Further develop the understanding of the role of transformative learning in international travel for community college faculty.
- Consider structuring reflection using the autobiographical self as the primary lens and then pull in the other three lenses as they are related.
- Consider faculty members as learners as well as teachers. As a result, consider adult learning theory and professional development frameworks for future research in this area.

### **Implications for Future Research**

The findings of this study on community college globalization and the work of faculty are supported in higher education literature, although there are some perceived gaps

in the research. Based on these findings, implications for research are provided and followed by recommendations for future inquiry.

### **Making Academic Resources Attractive**

The findings suggest that for community college faculty, scholarly literature may not be a primary source of learning as they seek to add global elements in their teaching. This is significant in that it suggests that this group of higher education faculty may not find value in academic resources. As previously established in chapter five, faculty may not seek academic resources due to the perception that the articles are not relevant to their work or may have been written by persons far removed from the community college instructional environment. Dellow (2007), “We community college educators must publish more to share our successes, failures, and dreams for the future” (p. 44). A contributing factor to the limited use of academic literature may also be the emergence of the internet as a significant resource for faculty learning. This is significant in that it demonstrates the desirability of easy access to current global topics and other timely information by faculty to support their work. In making academic resources attractive to community college faculty, the following may need to be considered:

- Explore options for access to appropriate publications through online subscriptions that may be directly accessed by faculty – publications that are relevant to community college teaching and linked to more academic resources.

- Encourage participation by faculty in conducting relevant research and subsequent publication that is related to the global infusion of faculty work in the classroom and as an integral part of an institutional initiative.
- Consider the work of faculty in the context of community college teaching with regard to the population being served and implications for non-traditional adults.
- Support options for the presentation and packaging of scholarly literature and publications to be more appealing to community college faculty as they seek resources to support global infusion activities.

### **Expanding Study Abroad Literature**

A significant finding of this study is that international travel is an important motivating factor and learning opportunity for faculty as they choose to add global elements to their teaching. Although there is research on study abroad in education, it is primarily relegated to student experiences with very limited reference to faculty, other than their roles in leading the various opportunities and in providing instructional activities to support student learning. The findings of this study support the value of international travel for community college faculty and the significance of this experience in support of global teaching. Given the significance of this element of professional development, there are aspects of study abroad that warrant a deeper understanding to support faculty and the institution. Researchers seeking to better understand study abroad inquiry may need to consider:

- How faculty perceive themselves as teachers and in how they integrate the different experiences, levels of awareness, and adjusted values accessed through the international learning opportunities in their work.
- The differences in learning that may be perceived as a result of the various forms of travel in which faculty participate including: teaching abroad, organized travel with other educators, and in leading study abroad, immersion, and service travel with students. Each of these forms of international experience can have significant impact on teaching, and therefore may necessitate separate studies to fully understand the value of each specific form of international experience.
- The value of international travel as perceived by community college faculty with regard to their work in producing globally competent learners.

### **Exploring the Work of Community College Faculty**

While there is much literature on the work of faculty in higher education, it is primarily focused on the university sector. The work of community college faculty is considerably different and merits being studied. The findings of this study suggest that significant motivating factors for community college faculty in the globalization of their work are international travel experience and an entering global awareness and understanding; but, is motivation enough for effective teaching? In literature, there is a significant gap in research as to how community college faculty learn about teaching in general or how they actually make changes in their teaching to address emerging challenges in instruction. This study focused on how faculty approach their learning from the perspective of a personal

worldview, representative of the many elements from both their personal and professional lives. As one participant suggested, even if a person doesn't have a lot of experience in the development of instruction, if they believe in the importance of a global education, then they will find a way to make it happen. When considering the work of community college faculty, researchers may need to:

- Understand faculty motivation to globalize and how it relates to international experience.
- Consider the work of community college faculty and how the absence of formal preparation in teaching may influence how they approach their own learning about teaching and instructional methodologies.
- Consider the contributing factors in the development of a personal worldview and how it is conveyed in teaching.
- Understand the work of community college faculty as they address global teaching or any other type of instructional challenge from the perspective of change.

### **Recommendations for Future Research**

From the discussion of implications, the following recommendations are offered to guide future research:

- Extend this study by exploring the global teaching philosophy of faculty who have participated in international travel in comparison to the faculty who benefited from the experience through “second-hand” activities or learning provided by those who actually traveled.

- Study the levels of globalization found at different types of institutions in higher education and determine if the levels are comparable or perhaps different. Specifically focus on elements that are perceived as being most significant to student learning.
- Research the value of developing partnerships and consortia relationships with other institutions and organizations in support of global education initiatives in different types of higher education institutions.
- Research the perceptions of faculty as to the value of scholarly literature to their work in the community college environment.
- Study how faculty perceive their work in addressing new instructional challenges from the perspective of change.
- Study the experiences of faculty in leading study abroad, short-term immersion and service-learning projects with students.
- Study the participation of administrators and staff in international travel and how their experiences carry over into their work in support of global programming.
- Study how online packaging/access to academic literature impacts how its usefulness is perceived by faculty.
- Research the relationship between formal preparation in teaching and the work of community college faculty.

- Study faculty with different types of responsibilities at different institutional sites with a focus on perceptions of autonomy in the introduction of globally inspired elements in their teaching.
- Explore the concept of scholarship among community college faculty as a means of professional development and in support of their learning.

### **Chapter Summary**

Community college faculty are a key element in institutional globalization and in the development of globally infused learning opportunities for students. The findings from this study provide meaningful insights into community college faculty perspectives on globalization and how they approach their global teaching. This chapter was organized around an integrated discussion of the three primary findings of the research that support specific implications for practice, theory, and future research. The discussions developed around the implications provide direction for community college leaders seeking institutional globalization and in structuring programs to support faculty as they provide the critical skills and cultural perspectives required for students to live, work, and interact as part of a highly skilled globally competitive world community.

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**APPENDICES**

## Appendix A

### *Letter for Initial Participants Contact*

Dear (Perspective Participant):

My name is Pamela Earp and I am a doctoral student at North Carolina State University conducting research for my dissertation. This study seeks to gain an understanding of community college globalization. The purpose of this qualitative collective case study is to explore how community college faculty members approach globalization in relation to their work. (Your Community College) has been identified as an institution that has made a commitment to institutional globalization; and you have been identified as a potential research participant based on your work in the global infusion of curriculum.

As a member of the faculty at your institution, your perceptions and experiences associated with your role in how globalization is a part of your work with students would be of great importance to this study. Sharing your experiences and understandings as to how you approach curriculum development and teaching may provide insight to other institutions and their faculty in seeking similar globalization goals.

I will be traveling to (Your Community College) in (month) and would like to include you as a participant in this research. If you would consider this opportunity, your involvement would primarily include an interview of approximately two hours to gain an understanding of your experiences. The interview could be scheduled on a date and time that will be convenient to you and your contributions to this study would remain confidential.

As a 32-year veteran of the community college system in North Carolina, I understand the value of your experience as a community college professional and to this study of faculty and curriculum development. I would greatly appreciate an opportunity to further discuss this proposal with you and answer any questions that you may have about the process and your possible participation. If you are willing to participate or have any questions, please contact me by calling (919) 209-2071 or via email at [pjearp@johnstoncc.edu](mailto:pjearp@johnstoncc.edu).

I appreciate your consideration of this project and I look forward to hearing from you.

## Appendix B

### *Letter to Participants*

**Pamela J. Earp**  
**4919 Black Creek Road, Smithfield, NC 27577**  
**(919) 209-2071 \* (919) 464-7810**

(Date)

**(Proposed Participant's Name)**  
**(Address)**

Dear (Proposed Participant):

Thank you for your willingness to participate in my doctoral dissertation research study of community college globalization and how faculty globally infuse curriculum. I will be traveling to (Your Community College) in (date) and look forward to meeting with you. As per our telephone conversation, your interview has been scheduled for

Location: (building/room)

Date:

Time:

Please plan for a block of approximately two hours, with the actual interview taking about 90 minutes of that time. The additional time will be used to discuss and sign an informed consent document for your participation in the study, a copy of which is included in this mailing for prior review. For your reference, the primary research question that will guide your interview is as follows:

How do community college faculty members approach the global infusion of their work?

If you need to contact me with questions or concerns about the interview or the proposed research, my office number is (919) 209-2071 and my cell phone number is (919) 464-7810. If preferred, you may contact me by email at [pjearp@johnstoncc.edu](mailto:pjearp@johnstoncc.edu). Thank you in advance for agreeing to participate in this research study and I look forward to meeting you very soon.

Sincerely,

Pamela J. Earp

## Appendix C

### *Informed Consent Document*

North Carolina State University

#### INFORMED CONSENT FORM for RESEARCH

**Title of Study:** Community college globalization: A qualitative collective case study to explore the role of faculty in the global infusion of curriculum

**Principal Investigator:** Pamela J. Earp

**Faculty Sponsor (if applicable):** Dr. Susan Barcinas

**What are some general things you should know about research studies?**

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

**What is the purpose of this study?**

This qualitative collective case study seeks to explore the phenomenon of community college globalization. The purpose of this study is to explore how community college faculty members develop globally infused content and instructional processes as an integral part of the curriculum.

**What will happen if you take part in the study?**

If you agree to participate in this study, you will be asked to participate in a semi-structured open-ended interview that will focus on your experiences in the global infusion of curriculum at your local community college.

Your interview will take approximately two hours and will be digitally recorded. The interview will take place at a mutually agreed upon location and time. The interview will be transcribed verbatim primarily by the researcher, with the possible assistance of an outside transcriptionist who will be required to sign a confidentiality statement to insure privacy.

You will be asked to bring in any course syllabi or other instructional documents that support your globally infused instructional processes. Your name and the name of your community college will be changed to support confidentiality. Printed transcripts of the interview and all digital records will be securely stored in the home of the researcher. Following the interview, you will receive a copy of the interview transcript by postal mail for review so that you may make any corrections and/or changes that will make the document more reflective of your experiences. This review should take about one half hour. You will be mailed a summary of initial interpretations from the data across all interviews for your written reaction to include initial thoughts, additional revelations and/or observations based on the collective themes. Your total time commitment for all activities will be approximately three to three and one half hours. The data from the interview will be used in a doctoral dissertation and may be considered for future publication.

### **Risks**

Participation in this study and the telling of your experiences may bring about emotional reactions associated with process challenges and personal frustrations in your teaching. At any point in the interview, you are free to ask that we stop the interview or that the digital recorder be turned off. Your wishes will be honored.

### **Benefits**

Sharing your experiences as a faculty member and the global infusion of curriculum at the local community college may not provide any direct benefit to you; however, it is anticipated that the knowledge and understanding gained from this study will contribute to the body of knowledge on community college globalization, curriculum development, and the use of reflection in the curriculum development process, as well as provide insight to local institutions and their leaders in structuring opportunities for faculty professional development .

### **Confidentiality**

For this study, while the researcher will know your name, it will not be used in any of the documents. You will be assigned a pseudonym at the onset of the interview which will be used to identify your responses. Data (hard copies and digital devices) will be stored securely in a locked cabinet in the researcher's home and will only be used by the researcher. No reference will be made in oral or written reports that could link you to the study. You will NOT be asked to write your name on any study materials. Your identity will not be able to be matched to the answers that you provide. In the event a second party is used for transcription activities, she will sign a statement of confidentiality. While your anonymity will be maintained, this data will be attached to the colleges of the North Carolina Community College of which you are a faculty member. The names of the community colleges will be disguised in addition to the pseudonyms assigned to participant and this information will be kept confidential, absolute anonymity cannot be assumed.

### **Compensation**

You will not receive any form of compensation for your participation in this study.

### **What if you have questions about this study?**

If you have questions at any time about the study or the procedures, you may contact the researcher, Pamela Earp at 4919 Black Creek Road, Smithfield, NC 27577, or by telephone during the daytime at (929) 209-2071, evenings at (919) 989-8376, or anytime at (919) 464-7810.

### **What if you have questions about your rights as a research participant?**

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

### **Consent to Participate**

*"I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time."*

**Participant:**

\_\_\_\_\_ **Date** \_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

**Investigator:**

\_\_\_\_\_ **Date** \_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

## Appendix D

*Participant Profile Form*

# Participant Profile

**Participant Pseudonym** \_\_\_\_\_

**Community College** \_\_\_\_\_

**Years/community college teaching** \_\_\_\_\_ **Years/Other Teaching** \_\_\_\_\_

List all courses taught in which you have included a global or international perspective (of any kind).	
Educational background/degree(s) and related field-specific work experience	
Have you had formal preparation in curriculum development or instructional methodology?	(circle response) Yes    No
Have you had any personal experiences with globalization initiatives, international travel, or study/teach abroad programs?	(circle response) Yes    No

## Appendix E

### *Interview Protocol*

## Interview Protocol

**Community college globalization: A qualitative collective case study to explore the role of faculty in the global infusion of curriculum**

<b>Time of Interview – Start:</b>	<b>End:</b>
<b>Date:</b>	
<b>Place:</b>	
<b>Participant Pseudonym:</b>	
<b>IRB Informed Consent Signed:</b> (    )	
<b>Participant Profile complete:</b>	

### **Project Description:**

This study seeks to explore the phenomenon of community college globalization and how faculty members globally infuse the curriculum as a part of an institutional initiative. While there are studies on globalization and how it influences the community college in general, this research will focus specifically on the roles and experiences of faculty in the global infusion of curricula - an element of institutional globalization with a direct connection to the student. Utilizing Brookfield's (1995) critically reflective lens model as a conceptual frame, this study will seek to understand the global infusion process pursued by faculty members as they explore the assumptions that shape methodological approaches and processes inherent to their teaching. A qualitative collective case study methodology will be utilized for the development of this research.

### **Research Question:**

How do community college faculty members approach the global infusion of their work?

**Interview Questions:**

1. What does the term “globalization” mean to you as a community college educator?
2. Please share examples of how international or global perspectives show up in your work with students.

---

3. What do you believe to be good teaching? What does it look like? How do you know?

4. When you want to update your teaching, where to begin the process?

Walk me step-by-step in how you approach this.

5. Tell me about your most memorable teaching experience in the delivery of globally infused or international-based instructional content.

6. How do you believe your personal background and experiences may (or may not) influence including international or global perspectives in your work?

7. Describe one of your learning experiences that relates to globalization. How might your perceptions and attitudes from this experience influence how you teach it to your students?

- 
8. What do you believe are the general expectations that your students have of you?

9. What have been your students’ reactions to any aspect of globalized or international curriculum? How have these reactions influenced choices in your teaching?

10. Have you made any adjustments to your work based upon your beliefs about student expectations regarding international or global subject matter? If so, please tell me about them.
11. Tell me about a time when you were teaching material of which you were unfamiliar. How did your students respond? How did you respond?
12. How do you use feedback and evaluations from students in your teaching?  

---
13. Why do you believe that other faculty (generally) may choose to incorporate international perspectives (or not) in their work with students?
14. What types of issues influence your choices about whether and how to include global perspectives in your work?
15. In what ways would you say that your work as faculty could be influenced by politics of your organization? Organizational structure? Other institutional influences on your choices?
16. What do you believe to be the expectations that your colleagues/college have in you regarding international or global infusion of your work?
17. Are you aware that your campus is a member of World View, Community Colleges for International Development, and the American Association of Community Colleges? Do you believe this makes a difference in how you teach or work with students? What other factors may this influence?
18. What do you believe to be the expectations of your colleagues/college regarding change or innovations you make in your work with students?

19. In what ways might colleagues influence your instructional activity?
20. Do you share your experiences about globally infused teaching with your colleagues?

Tell me more about this.

---

21. In globalizing your curriculum, where do you turn to for help or further information, if needed?
22. How do you learn about globalization in the context of your field of practice?
23. In what way(s) have you used professional literature in your teaching?
24. How do you approach learning something that is new to you?

## Appendix F

### *Conceptual Framework Diagram*

# Conceptual Framework: Using Brookfield's Multiple Lens Perspective For the Development of Data Collection and Analysis Schemes

▶ Autobiographical Lens	▶ Student Lens	▶ Colleague Lens	▶ Theory Lens
<ul style="list-style-type: none"> <li>• Personal beliefs</li> <li>• Values</li> <li>• Assumptions</li> <li>• Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Critical feedback</li> <li>• Impostership</li> <li>• Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Politics</li> <li>• Collaboration</li> <li>• Peer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Journals/trade/industrial publications</li> <li>• Texts</li> <li>• Peer to peer exchanges</li> </ul>

**[-----Interview Protocol-----]**

## Appendix G

### *Defining Globalization by Participant*

## Data Collection – Defining Globalization by Participant

- Jennifer** I believe that globalization in the realm of education is teaching your students about the world in which they live.
- James:** North Carolina and a lot of the United States has seen on the surface the negative effects of globalization and not as apparent as the positive effects, so what educators have a responsibility to do is to help explain what globalization truly means because most people again see it as a threat because they had a family member friend or someone who's lost a job because the plants closed down and that works now gone somewhere overseas. But what they haven't seen is the export opportunity that has been created because of globalization.
- Frank** You know we used to consider the United States as our local area, now it's the world, and so everything we pretty much deal with has got something to do with the world and that goes from the economy to what we export out of our county even from hogs to sweet potatoes – it's all tied to globalization.
- Brian** It's how the world fits together as far as economically and financially, I guess, and trying to get students to understand that something that happens in a small rural county can impact people on the other side of the world.
- Laura** I think it's something that's really important for our students. Most of the students that I have dealt with in the community college system are very much students of a particular county....I think sending them out into a workforce or for further education without some kind of basic globalization understanding of how they fit in the world is bordering almost on irresponsible for us at this point. So I think it's something that's very key and I think it really opens our students' eyes to the world as just a much bigger place than they ever thought.

- Jean** Providing a worldview for students and giving them a big picture, rather than a narrow picture of history.
- Kathi** To me, it means multiculturalism and understanding different groups of ethnicities that we come into contact with either here or because, you know, business is so global.
- Nicky** Globalization means the encompassing of our entire world and the perspectives of those areas and civilizations and the people that are among those civilizations. So, it means looking at perspectives other than our own.
- Alan** It is a different paradigm for students to be thinking about where countries are not so insular anymore.
- Tom** It means that I am no longer an island unto myself no matter how much I might think in terms of other countries. We are world citizens. We are all part of a big economy.
- Erin** Serving people from an economic perspective, I think globalization is important to our students in training them to become a part of that economy.
- Carla** It means our students have the entire world available to them and that for better and for worse, things are changing...but as an educator, that means that it is imperative for our students, for all of us to really understand what is going on in the world around us.
- Greg** It means bringing awareness to students, not just what they are here for and what their surroundings are about...I think it is more understanding that everything that happens around the world affects them in some way.

**Evelyn** North Carolina has changed significantly. Our manufacturing is no longer done in North Carolina by and large, and many of the things have been outsourced to China, Mexico, and various other countries. So whether our students know it or not, globalization is important because we are in fact competing with other countries in many types of jobs.

**David** With globalization, it can have kind of a derogatory definition, but the way I view it is that we are increasingly entering a global economy and this understanding that we need to know is what is going on in other countries. We need to understand the relationships that we have with those other countries.

## Appendix H

### *Data Display of Participant Information*

## Data Collection – Presentation of Participant Information

	<b>Participant Pseudonym</b>	<b># of Yrs. In CC Teaching</b>	<b>Globally Infused Courses Or Activities</b>	<b>Formal Prep-Curriculum Dev/Teaching</b>	<b>International Experience</b>
<b>SOUTHERN COMMUNITY COLLEGE</b>					
	Jennifer	5	-Developmental English/Reading -ACA 115	Trained as a public school teacher; 5 years	Family traveled much; visited family living abroad
	James	8	-Global chair -College-wide activities -Vocational areas and ACA	-Informal workshops and seminars	Traveled with World View to include Cuba, Brazil, China, India, Honduras (twice)
	Frank	13	-ACA 115 Student Success -PC Literacy -CIS 111	-Informal training in the Air Force	-Stationed overseas many times with military - World View travel
	Brian	7	-ACA 115 -Electronics – Photovoltaics -VEN 132, 135	No	-Traveled with previous work with industry -World View travel
<b>EASTERN COMMUNITY COLLEGE</b>					
	Laura	11	-English 111, 112, 233, & 243	Informal professional development workshops	Extensive; Japan studies, 1 year global arts exchange/Dominican Republic, and NEH – Americans Indians
	Jean	18	-Western Civilizations -Humanities 1&2 -Tech in Society -Intro to Film -Cultural Studies	No	Both personal and with the college leading student groups

<b>Participant Pseudonym</b>	<b># of Yrs. In CC Teaching</b>	<b>Globally Infused Courses or Activities</b>	<b>Formal Prep-Curriculum Development or Teaching</b>	<b>International Experience</b>
Kathi	5+	-Comparative Cultures -Archaeology -Anthropology -Cultural Studies -Study Abroad -Chair of Global Task Force	Graduate School; worked as graduate assistant and taught undergrad and grad level courses	Extensive; responsible for study abroad program at the college and international students
Nicky	5	-Advanced Issues in Early Childhood -Elements in all courses	Education degree and 20 years in K-12	Study abroad
Alan	5	BIO 110, 111, 112, and 130	Informally in graduate assistant teaching	Both personal travel and through the community college
<b>CENTRAL COMMUNITY COLLEGE</b>				
Tom	17	-Spanish core to include 111, 112, 211, and 212 -SPA 151 -HUM 120 Cultural Studies (team taught with Sociology faculty)	-Informal workshops (3)	Lived in Spain for one year; well-traveled
Erin	8	-ENG 111, 112 -HUM 120	Formal preparation	Study abroad and has participated in much travel with World View
Carla	10	World Religions Eastern Religions World Mythology	Seminar based training	Extensive travel; family lived in Costa Rica for one year; accepted-international program in France

	<b>Participant Pseudonym</b>	<b># of Yrs. In CC Teaching</b>	<b>Globally Infused Courses or Activities</b>	<b>Formal Prep-Curriculum Development or Teaching</b>	<b>International Experience</b>
	Greg	5	-Safety & Sanitation -Front Office Procedures -Basic Culinary -Hospitality -Hotel and Restaurant -Cost Control	CHE – Certified Hospitality Educator	World View travel; personal travel and cruises; European travel
	Evelyn	25	-Intro to Sociology -Social Problems -Has published extensively	No	Extensive; Fulbright and Fulbright-Hays Scholar in China, Japan and Hungary; lives in Switzerland; PhD work in Switzerland
	David	6	-Intro to Film -Advanced Film Studies	No but currently in Faculty in Training Program sponsored by the college	Some, but limited to Canada and Mexico

## Appendix I

### *Community College Profile Data*

## Data Collection – Community College Sites

<b>Community College</b>	<b>Membership Targeted Organizations with Global Focus</b>	<b>Geographic Region</b>	<b>Institutional Size among NC Community Colleges by FTE</b>	<b>Description of Formal College-wide Activity</b>
Southern Community College	Yes	South-eastern and very rural	Small	-Global committee -Focus of QEP includes development of global component in freshman experience course -Supports travel through World View
Eastern Community College	Yes	Eastern and Coastal suburban area with military connection	Medium	-Global Education Task Force -Travel Abroad Program -International Center in development on campus -International Students -Supports travel through World View
Central Community College	Yes	Central and more urban	Large	-Newly established Standing Committee for International Education -Foreign film series -Supports travel through World View -Include global focus in college's convocation -All College Read program has adopted an international book

## Appendix J

### *Second Level Data Collection Overview*

#### Overview of Themes and Initial Findings

**Study Title** - Community College Globalization: Understanding How Faculty Approach the Global Infusion of Their Work

Based on an analysis of the data from participant interviews, the following Themes, Subthemes, and Initial Findings were revealed regarding how community college faculty approach global teaching:

- I. Development of a Global Perspective**
  - A. Personal background  
*Family and life experiences/Educational and early learning experiences/Professional work experience*
  - B. International travel and experiences  
*Personal international travel/Community college experiences*
  - C. Professional philosophy  
*Impact from learning experiences/College and mentor experiences/Philosophy of good teaching*
- II. Global Infusion of Practice**
  - A. Approaches to curricular infusion  
*Teaching global/Globally focused content/Global experiences beyond the classroom*
  - B. Connecting students to global learning  
*Creating emotional connections/Building faculty to student connections*
  - C. Challenges to global infusion  
*Student resistance to global perspectives/Faculty resistance*
- III. Influences of the Institution**
  - A. Organizational commitment  
*Commitment to global philosophy/Campus initiatives and support structures/Expectations*
  - B. Working with colleagues  
*Sharing and collaboration/Responsibility to students/Faculty as a learning resource/Emergence of leadership*
- IV. Learning Resources**
  - A. Literature and electronic resources  
*Scholarly journals and other resources/Internet as a resource/Other learning resources*
  - B. Organized experiences  
*International travel/Symposia, workshops and conferences*

**INITIAL FINDING # 1:** Personal exposure to international travel increases the probability of a positive commitment to globalization and supports the ability to visualize and pursue changes to teaching.

**INITIAL FINDING # 2:** A global perspective in teaching that comes from a personal motivation and sense of responsibility to student learning, more so than one guided by an institutional expectation or mandate, increases the likelihood of a positive commitment to the global infusion of faculty work.

**INITIAL FINDING # 3:** Learning resources that are easily accessible and primarily focused on contemporary global issues and circumstances are more likely to be utilized by faculty in the development of global aspects of their work than resources that are more academic and theory based.