BUILDING THE BRIDGE: A PHENOMENOLOGICAL EXAMINATION OF ACADEMIC
ADVISING'S ROLE IN CAMPUS INTERNATIONALIZATION

By

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ABSTRACT

BUILDING THE BRIDGE: A PHENOMENOLOGICAL EXAMINATION OF ACADEMIC ADVISING'S ROLE IN CAMPUS INTERNATIONALIZATION

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This dissertation was an exploratory study in the understanding of the campus internationalization process by professional academic advisors at a large research institution with an institutional strategic plan for internationalization. If academic advising is an instructional process by which the learning outcomes of internationalization are mediated, this study will indicate how professional academic advisors help their students and the institution achieve this learning outcome, what skills they feel need to be developed, and where integral pieces of training could be implemented. As such, it indicates how professional academic advisors potentially impact other learning outcomes. It provides higher education administrators with a point of connection for how these plans are being implemented and understood by a segment of professionals on the campus, as well as a perspective of academic advising as a teaching and learning process. Finally, it provides advisors with a means to make campus internationalization a more meaningful experience for colleagues and students.

The research question explored in this study was: *How do professional academic advisors see their role in internationalization on a campus with a stated international agenda?* To answer this question, I utilized a phenomenological approach to examine professional advisors' understanding of their role in campus internationalization as a component of the curriculum by revealing their lived experiences. I explored how professional academic advisors perceive and understand the parameters of the curriculum of internationalization. As academic advisors are engaged in the educational process, their description of what internationalization

means, what actions they carry out in its plan, and how they interpret its curriculum to their undergraduate students is the center of analysis for this study.

I collected data through a two-step process. First, I sent out a screening tool designed to elicit potential participants' level of advising experience, demographic data, and priorities related to internationalization. From the responses to this screening tool, I then selected 23 participants to be interviewed in order to examine their understanding of internationalization. As meaning-making is central to phenomenology, I also administered the Global Perspectives Inventory (Braskamp, Braskamp, & Merrill, 2010) to each of the selected participants in order to gain a baseline for participants' own intercultural maturity and a means for better interpreting participant responses to my interview questions. The "phenomenon" that I focused on was campus internationalization. As a result, interviews offered the best means to not only reflect on participants' perspectives, but also allowed me to engage in the reflection process with the participants.

Both academic advising and internationalization are purposeful and deliberate processes and in order to better prepare undergraduate students for the demands of an increasingly globalized society, they should be coordinated. This leads to an intersection between these two areas as professional academic advisors understand the relevance of campus internationalization and its potential impact on the students with whom they work. In this vein, professional academic advisors take the lead in understanding the concept of campus internationalization. Compartmentalization emerged as the dominant theme throughout the interviews. Under this overarching concept, the sub-themes of knowledge, resources, and personal experiences arose.

To my children…

To Calder, whose curiosity and intelligence has always reminded me that the world holds many mysteries and there is always something new to learn and discover.

To Caden, whose sense of justice and kind heart has kept me grounded in what is true and honest both in my life and in my work.

To Ila, whose independence and energy has taught me to start each day with renewed vision and vigor.

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The other members of my committee, Marilyn Amey, Ph.D., and Douglas Estry, Ph.D., were also central to the completion of my dissertation. Dr. Amey's insight on teaching and learning assisted me in clarifying my thoughts on academic advising as an instructional process and the roles of the academic advisors themselves. Dr. Estry's knowledge of the context of my study and its history of academic advising and campus internationalization served as a means to maintain my objectivity.

To my outside readers whose insights and feedback were central to the clarity of the writing and verification of the research. Their insightful comments and constructive criticisms at different stages of my research were thought-provoking and they helped me to focus my ideas.

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KEY TO ABBREVIATIONS

ACT   American College Testing, Incorporated

CAS   Council for the Advancement of Standards in Higher Education

ERIC   Education Resources Information Center

GPI   Global Perspectives Inventory

HLC/NCA   Higher Learning Commission/North Central Association

IPPSR   Institute for Public Policy and Social Research

MIACADA   Michigan Academic Advising Association

NACADA   National Academic Advising Association

CHAPTER 1

INTRODUCTION

"Internationalization" has emerged on college and university campuses in the United States as a means to better prepare graduates for the global community. Knight (2008) defined internationalization as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels" (p. 21). The push for internationalization stems from the need for the United States to address economic, political, academic, and socio-cultural globalization. Globalization can be defined in a variety of ways. It its most basic level it incorporates the increasingly global relationships of culture, people and economic activity. These areas include trade and transactions; the movement of capital and investment, the migration and movement of people and the dissemination of knowledge and technology. Knight (2003) presents globalization as a process impacting internationalization.

Each of the different aspects of globalization has impacted the need for campus internationalization in different ways. Economically, globalization pushes for economic development and competitiveness (Goodwin & Nacht, 1988; Green, 2003) which in turn, pushes for a reexamination of internationalization. Politically, post-9/11 concerns have led to a focus on national security and foreign policy (Government Accountability Office, 2007). In terms of academic globalization, a call for a strengthening of liberal education along with expanding worldviews of students is growing (Lim, 2003; Reichard, 1993). Finally, from a socio-cultural perspective, internationalization has become progressively more important to address increasing cultural diversity within the United States and across borders (Deardorff, 2006; National Association of State Land Grant Universities and Colleges, 2004). Given increasing

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globalization, how does the United States address the skills needed to be competitive in the new global era? How is global-cultural understanding achieved if students are not taught the means and language for these interactions and collaborations? Where should this cultural understanding fit within the system of higher education and who should be advocating for it?

Many studies (American Council on Education, 1997, 2000; Council on International Educational Exchange, 1988; Hayward & Siaya, 2001; Lambert, 1989, 1990) have found that U.S. college and university students lack global awareness, fluency in a second language, and international knowledge of their academic areas; this too has pushed universities to look at internationalization. "The fundamental challenge facing colleges today is to change the expectations of incoming students, their attitudes, and their beliefs about how they think about their school setting, academic work, and their own relationship to their academic institutions" (Ardaiolo, Bender, & Roberts, 2005, p. 91). In a globalized society, the challenges expand to include how to change the expectations of students as to their responsibility as citizens. Lack of global awareness compounded with the need to change student expectations indicates that cultural understanding needs to be a core component in general education and can be addressed in an interdisciplinary manner. This manner is often referred to as global or international education. According to Gilliom (1997):

> Global education is designed to cultivate a global perspective in young people and to develop them in knowledge, skills, attitudes, and ethical reasoning needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. (p. 170)

Merryfield (1997) explained that international education helps to:

- develop an understanding of and appreciation for diverse and shared human values and beliefs;

- explore the ramifications of living in a globally interconnected world;

- examine the cause-effect relationships of pressing global issues;

- understand the acceleration of interdependence over time;

- increase students appreciation and understanding of different cultures and develop skills for communicating across cultures and working in diverse settings;

- develop an awareness of human choices; and

- Exercise strategies for competent participation in today's global society (pp. 187-190).

Due to the lack of global awareness and to the growing pressures for accountability in terms of the political, economic, and social needs of the United States, college campuses have begun to address global or international education concerns by instituting internationalization strategies intended to build student competencies in an effort to increase their ability to compete globally. These strategic plans "provide direction, express institutional commitment and may define the particular goals of internationalization for an institution" (Knight, 1994, p. 8). The strategic plans are communicated through university documents, in missions, and through learning outcomes for undergraduate students.

Ellingboe (1998) focused on the fact that internationalization is "an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders" (p. 199). Ellingboe (1998) additionally noted five components that are integral to the internationalization of a university:

1. College leadership;

2. Faculty members' international involvement in activities with colleagues, research sites, and institutions worldwide;

3. The availability, affordability, accessibility and transferability of study abroad programs for students;

4. The presence and integration of international students, scholars, and visiting faculty into campus life; and

5. International co-curricular units (residence halls, conference planning centers, student unions, career centers, cultural immersion and language houses, student activities and student organizations) (p. 205).

Essentially, internationalization conveys a distinct variety of understandings, interpretations, and applications. In Ellingboe's structure for addressing internationalization, both curricular and co-curricular components are noted. Unfortunately, these components do not provide a point where students learn how to connect to these resources or build a bridge between them to see the bigger picture. As academic advising creates a space for students to discuss their personal and professional goals in tune with majors and general education requirements, so too could it create a space for students to connect to the internationalized curriculum.

Academic advising in a broad context has been explained as "situations in which an institutional representative gives insight or direction to a college student about an academic, social or personal matter" (Kuhn, 2008, p. 3). However, in a more specific setting, O'Banion (1972) articulated it as "a process in which advisor and advisee enter a dynamic relationship respectful of the student's concerns. Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment" (p. 63). Crockett (1987) defined academic advising as "a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals" (p. 248). Crockett further outlines the advisor as a facilitator of

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communication and a coordinator of learning experiences. As the facilitator of communication and a coordinator of learning experiences, academic advisors can become the translators for the goals of internationalization.

A Role for Academic Advising

The National Academic Advising Association (NACADA), states that academic advising is central to achieving the fundamental goals of higher education. Academic advising aids students in:

- becoming members of their higher education community;

- thinking critically about their roles and responsibilities as students;

- preparing to be educated citizens of a democratic society and a global community (National Academic Advising Association, 2006, para. 7).

As NACADA claims, academic advising has potential to be integral to fulfilling the teaching and learning mission of higher education through its curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising). "Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution." (National Academic Advising Association, 2006, para. 7). NACADA also outlines the curriculum of academic advising as being tied to the mission and vision of the institution in which advisors operate:

> This curriculum includes, but is not limited to, the institution's mission, culture and expectations; the meaning, value, and interrelationship of the institution's curriculum and co-curriculum; modes of thinking , learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge. (National Academic Advising Association, 2006, para. 10)

These statements by the National Academic Advising Association clearly outline academic

advising's role in fulfilling the teaching and learning mission of their institutions which includes

their internationalization strategies.

The Council for the Advancement of Standards in Higher Education (CAS) Standards

and Guidelines for Academic Advising Programs (2005) also outline the importance of academic

advising adhering to the overall institutional mission. The standards state that

> the primary purpose of Academic Advising Programs (AAP) is to assist students in the
> development of meaningful educational plans. Academic Advising Programs must
> develop, disseminate, implement, and regularly review their mission. Mission statements
> must be consistent with the mission of the institution and with professional standards.
> Academic Advising Programs in higher education must enhance overall educational
> experiences by incorporating student learning and development outcomes in their
> mission. The institution must have a clearly written mission statement pertaining to
> academic advising that must include program goals and expectations of advisors and
> advisees. (Council for the Advancement of Standards in Higher Education, 2005, para. 1-
> 3)

Additionally,

> Academic Advising Programs must provide evidence of impact on the achievement of
> student learning and development outcomes… [it] must be guided by a set of written
> goals and objectives that are directly related to its stated mission… [it] must:
>
> - promote student growth and development
> - provide accurate and timely information
> - interpret institutional, general education and curriculum major requirements
> - assist students to understand the educational context within which they are
>   enrolled. (Council for the Advancement of Standards in Higher Education, 2005,
>   para. 15)

As seen in the CAS standards, the relationship between and mission of the institution is brought

forth as being a component of academic advising's role. As internationalization plans are

encouraged on college and university campuses in an effort to address the economic, political,

and social needs of the United States as a result of globalization, academic advising, as a field,

also recognizes these concerns.

A History of Academic Advising

Academic advising evolved throughout three separate eras as defined by Frost (2000).

These eras are defined by the call and increasing need for academic advising in response to

changing curriculum and expanding programs and evolution in institutional mission and

priorities responding to societal, political, and economic changes in society. During the first era,

students enrolled in institutions of tertiary education took the same courses with no electives.

The president and faculty served all roles for students. As the environment became stricter and

more demands were placed upon faculty, they began to step back from their all-encompassing

role (Frost, 2000). As faculty found their responsibilities of teaching and research demanded

more of their resources, new roles including student affairs and academic advising emerged. In

1841, Rutherford B. Hayes recorded then Kenyon College President, David Bates Douglass'

reflection on the role of academic advising:

> A new rule has been established that each student shall choose from among the faculty
> someone who is to be his advisor and friend in all matters in which assistance is desired
> and is to be the medium of communication between the student and faculty. (Hayes,
> 1841, p. 54)

The second era of academic advising is stated as "Academic Advising as a Defined and

Unexamined Activity" (Frost, 2000). This era ran for approximately 100 years stretching from

1870 until the 1970s. During this timeframe, institutions began to expand the types of courses

and range of programs offered to students. These choices were highly criticized by individuals

who feared that the elective system "used unwisely by students would result in a less focused

education" (Kuhn, 2008, p. 5). At this point, the growing field of academic advising gave little

attention to quality, just that it was being done on campuses.

The last era as defined by Frost (2000) indicates one of "Academic Advising as a Defined

and Examined Activity." This era began around 1970 (Frost, 2000). The field of academic

advising came to be defined through the establishment of the National Academic Advising Association (NACADA) in 1977. NACADA formed so that professionals could discuss roles and responsibilities, as well as the means by which academic advising was practiced. NACADA joined the Council for Academic Standards in 1981 to set standards for academic advising and this was the first year that "academic advising" was added as a description in Education Resources Information Center (ERIC) (Gordon, 1998). At this point a research base began for the field, beginning with the research by O'Banion (1994) and Crookston (1994) who defined some of the initial theories of academic advising. This led to the creation of the National Clearinghouse for Academic Advising in 1984 and the first monograph on advising in 1995.

Academic Advising Today

The history of academic advising and the current societal changes emerging from the process of globalization have led to yet a fourth era of academic advising. I call this new era that of "Academic Advising as a Global Initiative," which began approximately in 2007 (Burton, 2010). This era has been defined by the refocus of the organization of the National Academic Advising Association to expand the field by means of and as a result of the pushes for internationalization, as well as the potential that academic advising has to serve as a vital link for undergraduate students in understanding the purpose of their education, the policies and procedures of institutions, as well as the new global community.

As academic advising continues to grow and expand as a field, can increasingly impact student transition to college (Steele & McDonald, 2000); the development and achievement of their educational, personal, and professional goals (Crookston, 1994; Cuseo, 2004; Light, 2001; O'Banion, 1994); and their decision making in terms of majors and career options (Creamer, 2000; McCalla-Wriggins, 2000). Some work has also shown its relationship with student

academic success, satisfaction, and retention (Gordon, Habley & Associates, 2000; Light, 2001).

Essentially, academic advising as a field can act as the bridge between what occurs in the classroom for students and what occurs in their co-curricular and extracurricular activities, as well as what happens in their lives. It can also create a space where students can link their personal, academic, and professional goals with that of the university. It can be seen as an integral piece of the university mission and if internationalization is a strategic and central goal of the institution, then it is a central goal of the academic advising that occurs on the campus.

Academic Advising as an Instructional Process

Studies have shown that, as an instructional process, academic advising is grounded in teaching and learning (Council for the Advancement of Standards in Higher Education, 2005; White, 2000). In order to create a more integrated and holistic learning experience for the undergraduate, professional academic advisors examine the mission and learning outcomes as stated by the university or program in which they work. Kuh et al. (2005) state that the mission establishes the baseline for the purposes of the institution whether those purposes are religious, ideological, or educational beliefs (p. 25). As the mission provides the direction for all activities at the institution, "the vision, mission, goals, and program objectives frame action and guide the design of intentionally sequenced educational opportunities to support desired student learning and advising delivery outcomes" (Campbell, 2008, p. 230). By linking the curricular and co-curricular with student goals, professional academic advisors could play a key role in achieving the overall learning outcomes of their institutions, including internationalization.

In 2005, Hemwall and Trachte discussed seven principles of academic advising that center on the concept that academic advising supports the academic curriculum and that

academic advisors forward the learning and teaching process of the university. These principles

follow accordingly:

- Students should learn about the mission of the institution and its goals for their

  learning;

- Advisors should assist students in connecting their academic and personal goals with

  that of the institution;

- Advisors should note how the particular frame of reference of a student affects

  learning;

- Students should be able to learn what it means to be a critical thinker, a global citizen,

  and an educated person;

- Advising is a dialogue between the student and the advisor;

- An advisor should distinguish between telling the student what they need to do and

  teaching them how to gain the information on their own;

- The advising process should assist students in finding a way to reconcile what they

  are learning from what they thought they knew in a positive manner (pp. 76-81).

Lowenstein (2000, 2005) further stated that advisors teach the learning outcomes, the

connections between entities within and without the university, and lifelong learning.

> Learning transpires when a student makes sense of his or her overall curriculum just as it
> does when a person understands an individual course, and the former is every bit as
> important as the latter. In fact, learning in each individual course is enhanced by the
> learning of the curriculum, and thus may continue long after the course has been
> completed. Finally, whereas the individual course is the domain of the professor, the
> overall curriculum is most often the domain of the academic advisor, and the excellent
> advisor coaches the student through the process of learning the curriculum. (2005, p. 69)

As a teaching process, academic advising connects the overall mission and vision of the

institution with the curriculum and with experiences outside of coursework. It is the "only

structured activity on the campus in which all students have the opportunity for an on-going one-

to-one interaction with a concerned representative of the institution" (Habley, 1981, p. 45). As internationalization becomes a central focus of how universities and colleges construct learning experiences. Both academic advising and internationalization are purposeful and deliberate processes and in order to better prepare undergraduate students for the demands of an increasingly globalized society, they could be coordinated. This seems to lead to an intersection between these two areas as professional academic advisors understand the relevance of campus internationalization and its potential impact on the students with whom they work. In this vein, professional academic advisors could take the lead in understanding the concept of campus internationalization and work to better understand it as part of the curriculum.

Definition of Terms

For the purpose of this study, it is important to clarify a few of the key terms used throughout. First, I focus on the term *academic advising* itself. Since the inception of academic advising as an examined activity, many definitions have been presented for this process. O'Banion (National Academic Advising Association, 2003, p. 1) first defined academic advising as "a process in which advisor and advisee enter a dynamic relationship respectful of the student's concerns. Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment." Crockett (1987) further defined academic advising as

> a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. (pp. 248-249)

This study uses a definition I adapted from NACADA's Concept of Academic Advising: Academic advising is a multidimensional and intentional educational process that seeks to teach students to understand the meaning of higher education; teach students to understand the purpose

of the curriculum; and foster students' intellectual and personal development toward academic success and lifelong learning.

Furthermore, academic advisors are the individuals on a college or university campus that carry out the process of academic advising. These individuals come in many forms, including professional academic advisors (those individuals whose primary responsibility is advising) and faculty advisors (faculty members who have advising as part of their assigned duties). This study focuses on professional academic advisors who spend more than 50% of their time advising undergraduate students.

Finally, *internationalization* is the last term to be clarified for the purposes of this study. The term *internationalization* has been used in varying forms in other disciplines. However, it has only been utilized in the field of education since the 1980s. For the purpose of this study, I use Knight's 2008 definition: "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels" (p. 21). Knight carefully noted that this was to identify internationalization as a continuing effort. Additionally, she chose to include international, intercultural, and global as components of the definition as they each provide a distinct perspective into the cultural dimensions of the term. International is used to note the relationships between and among nations, cultures, or countries. Intercultural is used to address the diversity of cultures that exist within countries, communities, and institutions. Finally, Knight uses the term *global*, to provide the sense of worldwide scope. Again, Knight (2003) differentiates between internationalization and globalization. Globalization, for the purposes of this study, is a process impacting internationalization.

Taking these definitions, I examine how professional academic advisors, as those responsible for the process of academic advising, understand internationalization as an overarching curriculum.

Purpose and Research Questions

The purpose of this study is to gauge the understanding of the campus internationalization process by professional academic advisors at a large research institution with an institutional strategic plan for internationalization. It also provides higher education administrators with a point of connection for how these plans are being implemented and understood by a segment of professionals on the campus, as well as a perspective of academic advising as a teaching and learning process. Finally, it provides advisors with a means to make campus internationalization a more meaningful experience for colleagues and students. The research question explored in this study is: *How do professional academic advisors see their role in internationalization on a campus with a stated international agenda?*

Under the overarching question, the following questions are also explored:

1. How do professional academic advisors define internationalization?

2. How well do professional academic advisors understand the goals and strategies for campus internationalization?

3. How prepared do professional academic advisors feel they are to address these issues?

Significance

This dissertation is an exploratory study in the understanding of the campus internationalization process by professional academic advisors at a large research institution with an institutional strategic plan for internationalization. If academic advising is an instructional

process by which the learning outcomes of internationalization are mediated, this study will indicate how professional academic advisors help their students and the institution achieve this learning outcome, what skills they feel need to be developed, and where integral pieces of training could be implemented. As such, it will also indicate how professional academic advisors potentially impact other learning outcomes.

This study documents the experiences of professional academic advisors in the internationalization process and develops some key evaluation questions that can be used by administrators in order for them to make the process truly connect all aspects of the teaching and learning process in and out of class. It also lays the groundwork for future research in campus internationalization processes in relation to academic advising theory and philosophy.

Conceptual Model of the Study

The study examines the understanding of the campus internationalization process by professional academic advisors utilizing Stark and Lattuca's (1997) academic plan model. In working with students, professional academic advisors typically develop academic plans with students based on the goals of the student, the various components of the curriculum, and the developmental stage of the student. In essence, these plans help define the process, resources, outcomes, and assessment processes for students. In this same manner, academic advising, as a process, is guided and shaped by the goals of the institution, the learning outcomes set forth by that institution, and the overarching mission of the institution.

Academic plans, as defined by Stark and Lattuca (1997), articulate the decisions about what, why, and how a specific group of students are expected to learn (p. 2). In addition, this plan is "set in a context including not only the institution, program or course mission, but the goals and characteristics of a specific group of learners…[it] includes a set of process strategies,

as well as an evaluation and feedback component (p. 2)." Focusing on internationalization as the curriculum for the academic plan allows one to analyze many separate influences on it from inside and outside of the institution, including academic advising.

In Stark and Lattuca's (1997) academic plan model, external influences such as public views, employer needs, and the like interact with the various components of the institution such as programs and outreach. These external influences also interact with internal forces such as student characteristics. These various interactions create an environment that influences the academic plan or curriculum as a whole. An example of the interaction of these influences affecting the curriculum is the internationalization plans that universities are creating in response to economic, political, and social pressures to develop graduates that are more globally adept and aware.

The academic plan model includes the following components: purpose, content, sequence, learners, instructional processes, instructional resources, evaluation, and adjustment. By examining the curriculum, in this case internationalization, in terms of an academic plan, one can look at each component's ability to support its development and outcomes. For Stark and Lattuca (1997) the external and internal influences affect the development of the purpose for the plan (the general goals that guide the knowledge, skills and attitudes to be learned). This purpose then interacts with the content (the subject matter or content within which the learning experiences are embedded). Then, the administrators, faculty, and staff involved in academic plan development must examine the arrangement of the subject matter or sequence, who the learners are, the instructional processes by which learning may be achieved, and the resources available to use in the learning process. They must use evaluation strategies to determine if there is a change in knowledge as a result of the learning process and, finally, they need to look to

make adjustments where changes to the plan can be made to improve the curriculum. As internationalization can be defined as a curriculum itself, this study will examine internationalization through the academic plan model.

Stark and Lattuca (1997) presented the academic plan model in Figure 1.
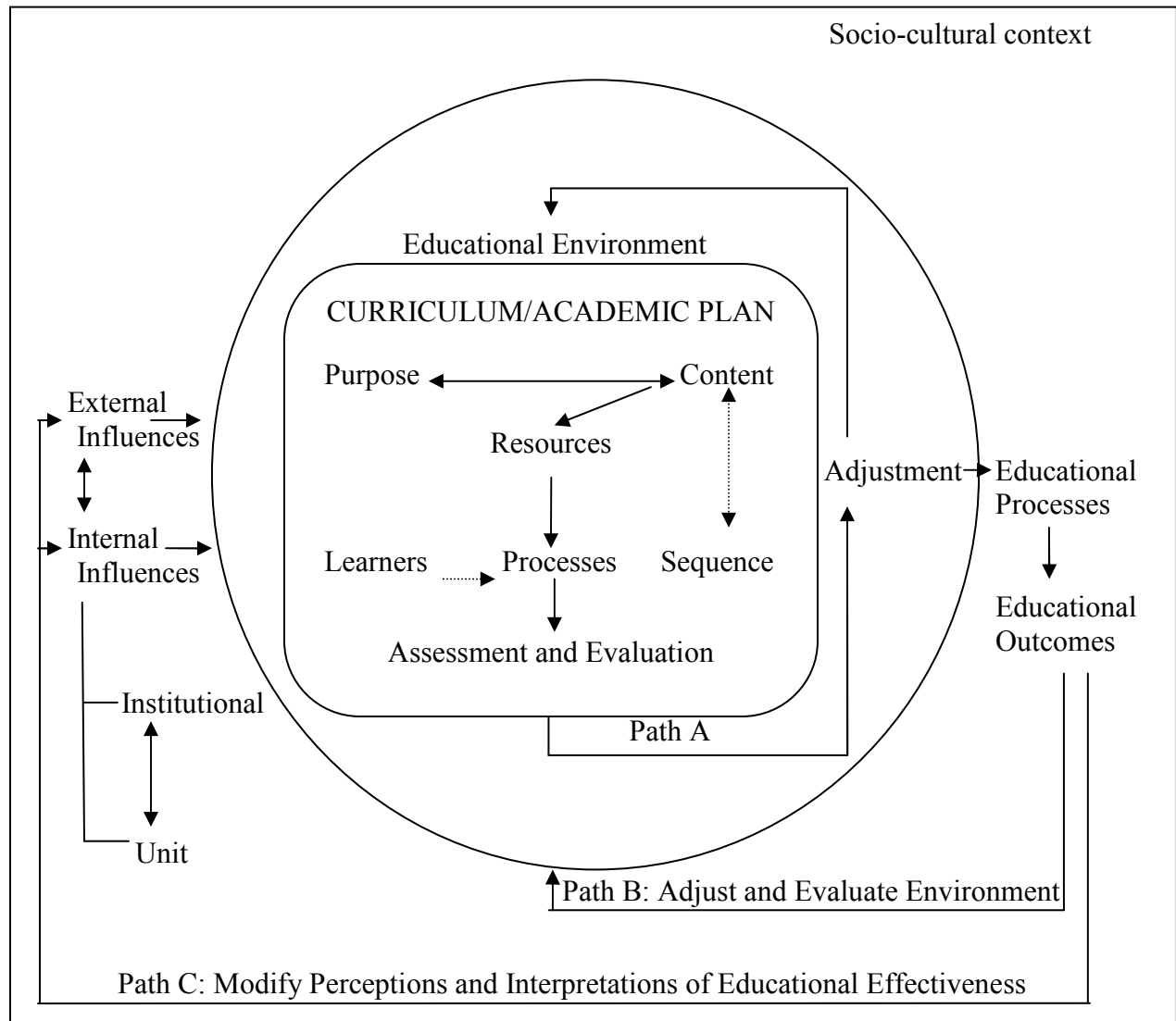
Figure 1. Academic Plan Model (Stark & Lattuca, 1997, p. 11)

In this study I examine academic advising as an instructional process by which the goals for internationalization as an academic plan are taught. I examine how internationalization plans are developed in response to the external and internal factors (or the political, social, and economic rationales). Additionally, I examine how the purpose of the internationalization curriculum is set forth through the instructional process of academic advising.

Through the lens of the academic plan model, the role of academic advising in internationalization can be presented as in Figure 2.
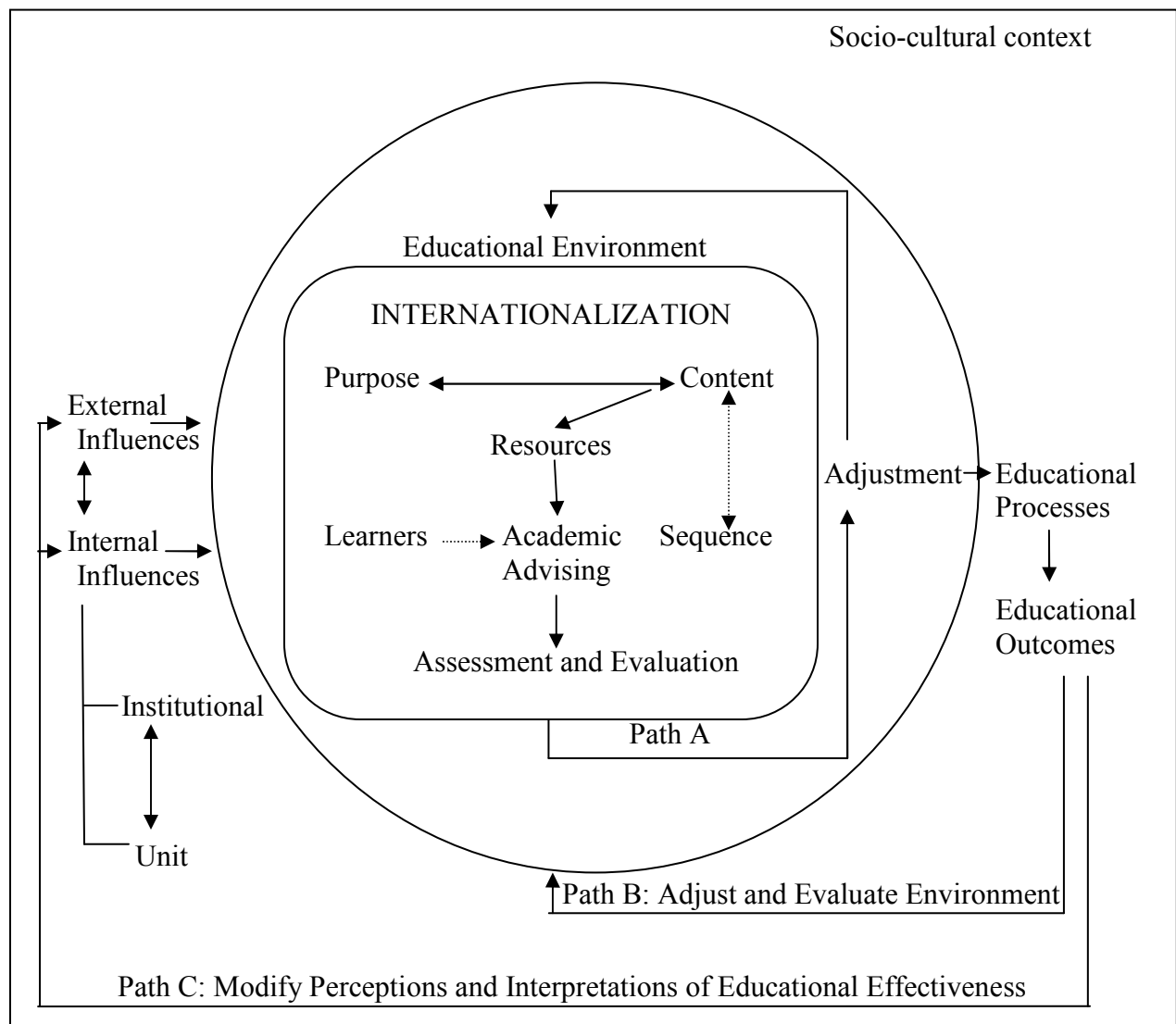
Figure 2. Academic Plan Model with Academic Advising and Internationalization

Researcher Positionality

Those working in qualitative methods are often asked to disclose their personal perspectives and bias in the studies (Herr & Anderson, 2005). Since my years as an undergraduate at Grand Valley State University, I have always had a strong desire to assist others in furthering their own educational experiences, especially in relation to the development of their cross-cultural competency. I had many opportunities to expand my horizons as an undergraduate student by studying abroad in Russia and in Costa Rica, as well as by serving as a tutor and a peer advisor for international students visiting my undergraduate institution. Out-of-class experiences cultivated my thirst for intercultural experiences and programs and my desire to help others develop globally, cross-culturally, and academically. As I grew into my professional roles, I found that the method most appealing to me in creating this space for developing cultural competencies in my students was that of academic advising.

For the past nine years, I have had the opportunity to do just that as a professional academic advisor at Michigan State University. In my role as a professional academic advisor, I have been able to make connections for my undergraduate students with what they are doing in the classroom, what they are doing outside of the classroom, and the broader liberal learning outcomes and mission of the institution. Having grown up in a conservative, fairly religious, and very homogenous family and community, I always felt as if certain issues were not addressed within my own education. It was not until I entered college in 1992 that I began to understand that there was more than what was available in my small community. At that stage in my life, I went out of my way to expose myself to new ideas and new cultures. However, as I began to explore these issues, I began to understand the complexities surrounding diversity and multiculturalism and its dynamic within every aspect of the communities that I was a part of: my

academic community, my family community, and my global community. Through this exploration, I became closer to my own identity as a student and as an academic advisor, although that identity continues to transform with each new encounter, dialogue, and environment.

If it were not for my own desire to explore new areas I would not be who I am today. Nor do I feel that if I had not had that opportunity to have my beliefs challenged and to be exposed to people with different thoughts, backgrounds, and beliefs would I be able assist my students, family, and colleagues in that same type of self-reflection to better contribute to the communities around them. Unfortunately, not everyone possesses the desire to see the world around them, nor do they wish to challenge themselves. I want to be able to challenge my students and my colleagues regarding their thoughts and beliefs about the world around them, as it is only through challenge that we are able to advance and develop.

Currently, I feel that I honestly strive to understand where my students are in the process of their educational development. I attend conferences that discuss the issues of internationalization and academic advising. Not only do I challenge my students as to why they are choosing to attend an institution either inside or outside of their "comfort zone," but I also challenge myself as to the ways I relate to them and to my colleagues at the university. As the world progressively becomes smaller and smaller and more of a community of lifelong learners, rather than a world of individuals, we must turn inward and learn to comprehend where we are in our own development in order to better facilitate the educational process and to better apply our knowledge to the world around us.

Additionally, it is important to note that I have an "insider" perspective of the institution in which this study is conducted. Michigan State University has had a foundational effect on my

development as a student affairs professional, as a professional academic advisor, and as an internationalist. It is an institution where I have been challenged, supported, and allowed to explore the connections between my own academic goals and interests and my own "out-of-class" activities. Being in both the role of student and professional academic advisor has provided me the insight of seeing internationalization as curriculum at work in the institution in its positive permutations and in areas that have fallen short. Additionally, the participants in my study are colleagues and I have a unique understanding of their role at the institution.

Overview of the Dissertation

This chapter serves as an introduction to the proposal, outlining the purpose, and context of the work, as well as the key research questions that will be examined. Chapter 2 explores the background of the study, including key theories, definitions, and studies related to the main concepts of campus internationalization and academic advising. It also places it in the greater context of globalization. Chapter 3 details the research methods of the study. Chapter 4 outlines the results and themes of the interviews. Chapter 5 provides a discussion of the results, implications of the study, as well as suggestions for further research.

CHAPTER 2

LITERATURE REVIEW

To better understand the history and context in which this study on academic advising and internationalization is situated, an examination of the literature surrounding these topics is reviewed through the lens of Stark and Lattuca's academic plan model. This literature will present the rationale for internationalization, the history of internationalization, the history and rise of academic advising, as well as the structure for both academic advising and internationalization, beginning with the external context of internationalization and moving through to the instructional process of academic advising.

The External Context of Campus Internationalization

The conditions leading to the creation of internationalization strategies in higher education emerged as part of the evolution of the globalized political and economic order. Globalization has generated a significant shift in the nature of organizations whether they are regions, municipalities, corporations, or educational entities. It accounts for the move from a production-based to a consumption-based society and from national to international politics. In the United States, there has been a significant focus on how well the economy has adapted to the forces of globalization. Unfortunately, the United States has not fared well thus far. For example, the Commission on the Abraham Lincoln Study Abroad Fellowship Program in 2005 cited that 65 agencies ranging from the Central Intelligence Agency to the Peace Corps annually need to fill 34,000 positions requiring foreign language skills, a requirement that is often unmet or filled only through outside contractors. Additionally, only 20% of United States citizens have a passport.

The United States is not focusing on those skills that can help to maintain its competitive edge. According to a survey by German Academic Exchange Services (Thompson, 2004), there is near unanimity among United States personnel offices that job applicants with international experiences are likely to possess desirable skills: cross-cultural communication, cultural awareness, leadership and independence. For example, one out of six jobs in the United States is tied to international trade and corporate leaders rank international experiences high on their priority list of what is important in United States higher education (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005).

How is this global-cultural understanding achieved if individuals are not taught the means and language for these interactions and collaborations? Where should this cultural understanding fit within the system of higher education and who should be advocating for it? These external forces are calling for a transition in the way organizations operate, including higher education, and in their various capacities, including academic advising.

Internationalization in the United States

Throughout the history of education and public policy in the United States, there have been few notations to the importance of comprehensive international education. The first occurred in 1979 and the second occurred in 2000, with a 20-year time span between the two. The President's Commission on Foreign Language and International Studies (1979) found that "Americans' incompetence in foreign languages is nothing short of scandalous…" It also found "a serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international military, political, and economic environment is making unprecedented demands on America's resources, intellectual capacity and public sensitivity" (p. 1). The principal recommendations included the following:

1. Establishing 20 regional centers and summer institutes, reinstating foreign language requirements, additional funding and incentives for foreign language teaching, a national criteria and assessment program, and foreign language specialists in all state departments of education.

2. A declaration that foreign language and international studies is a top priority, strengthening teacher development programs, better curriculum development, expanded international school exchange programs, and more funding for international education.

3. Foreign language requirements, funding and support for undergraduate studies, national centers for advanced international training and research, federally-funded postdoctoral and graduate fellowships, additional funding for NDEA Title VI, Section 602, NEH, NSF, the Fulbright, and other government-funded programs.

4. Increased funding for exchange activities by the government and private foundations.

5. Increased funding for community and professional organizations in support of citizen education.

6. Encourage international business and labor studies, internships, and have schools of business require courses in international business and foreign language.

7. Establish the position of assistant secretary for international affairs in the Department of Education, and a national commission to monitor and report on the progress, or lack thereof, in foreign language education.

Overall, the Commission made a total of 65 recommendations. Unfortunately, very few have been implemented to date.

Additionally, in 2000, President Clinton issued his *Memorandum on International Education* which recommended:

- Encouraging international students to study in the United States;

- Promoting study abroad by citizens of the United States;

- Supporting exchanges for faculty, students, and citizens;

- Enhancing programs that build international partnerships, and expertise;

- Expanding foreign-language learning and knowledge of other cultures;

- Supporting the preparation of teachers who can interpret world cultures; and

- Using technology to aid in the spread of this knowledge (Woolley & Peters, 2010, para. 4).

Unfortunately, little funding was put behind this effort due to a lack of a national policy on international education. The combined federal spending on international education among the Department of Education, the Department of State and the Department of Defense was a mere $280 million, $123 million of which went to support the Fulbright program. This $280 million is less than 1% of federal discretionary expenditures for higher education (Green, 2002). There have also been a few initiatives focused on pieces of an international education, including the Abraham Lincoln Study Abroad Fellowship Program (Commission on the Abraham Lincoln Study Abroad, 2005), which focused on study abroad solely as well as the *Test of Leadership: Charting the Future of U.S. Higher Education* done by the Spellings Commission in 2006, which made two recommendations related to international education. The Abraham Lincoln Study Abroad Fellowship Program recommended a program to greatly expand the opportunities for students at institutions of higher education to study abroad, with a special emphasis on going to developing nations. The Spellings Commission recommended federal investment in areas critical

to global competitiveness and a renewed commitment to attract the best and brightest minds from across the nation and around the world. Yet again, these recommendations focused on foreign language and study abroad, as well as recruiting international students to U.S. campuses. While these reports and programs targeted funding policies for international education, a holistic presentation of what it means to be "internationally educated" was not presented, nor was a definition of a "globally literate citizenry."

Despite this lack of interest at the federal level, the citizens of the United States are calling for more attention to be paid to international education as they participate very readily in international education activities despite the lack of federal funding or a federal policy. Hayward and Siaya (2001) found that more than half the adults they surveyed thought that knowledge of international issues would be important to their careers in 10 years and 90% thought that it would be important to the careers of future generations. Hayward and Siaya also found that college education had a significant impact on the cultural competence of those surveyed. College graduates answered correctly, twice as often as those with less than a high school degree, questions designed to evaluate international knowledge. These responses show that the citizens of the United States need and support an international education policy.

There is evidently a great need and a great call for international education to be included in curriculum alongside math, science, and the attributes of curiosity and creativity. It is more than making a foreign language required. It is introducing an interdisciplinary global requirement and increasing our students' exposure to individuals from different cultures. This might be through study abroad, international students, or immigrants in our local communities and it needs to be introduced into institutional cultures educationally in both the public and private sectors. It

has to be more than a single course, "otherwise we will never nurture a high enough percentage of the population to be competitive" (Friedman, 2006, p. 315).

As a result, the United States has been able to remain a very ethnocentric society. When the United States was created, the founders focused on creating an educational system that prepared a citizenry capable of building a new society, a new and independent nation, from within. There was no global vision. This ethnocentricity only increased due to the United States' scientific, economic, and military might, coupled with the rise of English as a global language, the "success" of our system of higher education, and the attractiveness that this system had to international students. Now, in the post-9/11 and internet world, the United States needs to redefine itself educationally, politically, and economically.

Internationalization within Institutions

Internationalization tends to emphasize a process approach that focuses on how institutions can more effectively produce global learning through an ongoing, systemic, and intentional process. In this study, internationalization will be emphasized as the curriculum resulting from globalization for these institutions. The American Council on Education states that higher education institutions must become institutions without boundaries if the nation and its people are to prosper in the environment of the new century (American Council on Education, 1995). To do this, universities need to reconsider all components of the institution including curriculum, the means, the methods, and physical location of delivery as well as those who actually do the teaching, including professional academic advisors. In focusing on internationalization, educational institutions are turning away from a singular view of the world and moving towards acceptance of multiple valid perspectives. They are moving from the modernist perspectives of education toward that of the postmodern. However, at this juncture, it

is important to note that not all universities are following these recommendations or changing their organizational culture.

> At one end, internationalization is limited and essentially symbolic, for example, internationalization may be reflected, in this case, by a relative handful of students from several distant countries having a presence on a campus. At the other end of the continuum, the process of internationalization is conceptualized as a synergistic, transformative process, involving the curriculum and the research programs, that influences the role and activities of all stakeholders including faculty, students, administrators, and the community at large. (Bartell, 2003, pp. 51-52)

It is the latter institutions, those that are in the transformative process, that need further examination.

Childress (2006) conducted an examination of the internationalization plans of American higher education institutions with the Association of International Education Administrator (AIEA) institutions. Of the 31 institutions surveyed, internationalization plans were found at 71% of them. From this study, Childress developed a typology for internationalization plans based on institutional strategic plans, distinct documents, and unit plans. How these plans are defined and outlined through the representative forms of communication in the institution including mission statements, strategic plan documents, details how extensive these changes are meant to be for the curriculum of the institution itself. These documents speak to how infused internationalization is expressed in the culture. In Childress's study, for those with institutional internationalization strategic plans, four subcategories were identified: *infused, bullet, section,* and *under development*. *Infused* plans incorporated internationalization or international/global education throughout the document itself. *Bulleted* plans mapped one or two points devoted to internationalization or international/global education without a distinct section of the document. Those internationalization strategic plans with a distinct section on internationalization or international/global education are those typed as *section*. Finally, those institutions that focused on internationalization, but were developing the plans themselves, were considered *under*

development (p. 11). In Childress' study, 29% (9 institutions) were identified as institutional

strategic plans–section; 16% (5 institutions) identified as institutional strategic plans–bullet; 16%

(5 institutions) identified as institutional strategic plans–under development; and 3% (1

institution) identified as institutional strategic plans–infused. These plans respond to the external

and internal forces pressing upon institutions of higher education.

As internationalization or international/global education permeates throughout the

strategic plan itself, it follows that it is a transformational process as defined by Eckel, Hill, and

Green (1998):

> Transformation (1) alters the culture of the institution by changing underlying
> assumptions and overt institutional behaviors, processes, and structures; (2) is deep and
> pervasive, affecting the whole institution; (3) is intentional; and (4) occurs over time.

Institutions, who have undertaken transformational change, while maintaining their historical and

social roles, will alter the basic ways in which teaching and learning take place, the ways in

which scholarship and discovery occurs, and the ways in which they engage and serve their

communities (Eckel & Kezar, 2003). Transformational change is evidenced through a number of

structural markers. These markers include changes to the curriculum, changes in pedagogies,

changes in student learning and assessment practices, changes in policies, changes in budgets,

new departments and institutional structures, and new decision-making structures (Eckel &

Kezar, 2003, pp. 40-41).

Eckel and Kezar (2003) indicated five core strategies for transformational change. These

strategies include senior administrative support, collaborative leadership, a flexible vision, staff

development, and visible action. Of these strategies, staff development is not discussed as often

within the literature, but it refers to programmatic efforts for individuals to learn certain skills or

gain new knowledge related to the change agenda (p. 78). Additionally, staff development can be

linked to (1) outside perspectives, (2) communication, and (3) connections and synergy.

These three components are considered support strategies for a transformational change. In terms of outside perspectives, institutions need to be able to place the change in a larger context. In the case of campus internationalization, this outside perspective is that of the forces of globalization. Communication serves as a support strategy as it pushes for a consistent message about the change throughout the institution. If campus internationalization is a transformational change, then this message should be communicated to all levels of staff. Finally, connections and synergy refer to the ways in which institutions find and create linkages among activities on and off campus that helped sustain the energy necessary for transformation. In campus internationalization, this is the space where the curricular, co-curricular and extra-curricular activities of the curriculum can be pulled together. If these strategies are placed in relation to campus internationalization, how are these plans and outcomes being translated to the students?

A History of Academic Advising and Internationalization

Like many institutions of higher education, the professional organization for academic advising, NACADA (National ACademic ADvising Association), has recognized the need for putting forth an internationalization strategy as the field continues to grow and expand throughout the world, and as institutions where advisors work begin to create internationalization strategies on their campuses. In this way, the National Academic Advising Association prepares its members for this type of transformational change.

As previously stated, the history of academic advising and current societal changes emerging from the process of globalization has led to yet a fourth era of academic advising. This new era, "Academic Advising as a Global Initiative," began approximately in 2007 (Burton, 2010). Again, this era has been defined by the refocusing of the organization of NACADA to

expand the field by means of and as a result of pushes for internationalization, as well as the potential that academic advising has to serve as a vital link for undergraduate students in understanding the purpose of their education, the policies and procedures of institutions, as well as the new global community.

NACADA developed an internationalization strategy on a number of different levels. First, a task force formed in 2007 to discuss how NACADA as an organization could become more inclusive of its international members. The goals of this task force were to revisit the option of a name change for the organization, create a regional affiliation option for the international members, and to find ways to become more intentional of international issues in academic advising. The task force ultimately recommended that a new tag line be created to the National ACademic ADvising Association name. The new name for the organization with tagline is now: National ACademic ADvising Association: The Global Community for Academic Advising (Self, 2009, para. 4) unveiled officially at the 2009 National Conference in San Antonio, Texas. Second, NACADA held its first International Personal Tutoring and Academic Advising Conference in the spring of 2007. The conference continues and was in its fifth year in spring 2011 (NACADA, 2010), alternating between locations outside of the United States and within the United States every other year. Finally, over 25 countries are represented in the membership (C. Nutt, personal communication, June 18, 2009).

Furthermore, the attention to the internationalization of NACADA is reflected in the core values of NACADA, the strategic plan of NACADA, and its research agenda. Within the Core Values of NACADA (2005) exist a number of international components. First, advisors are responsible to the individuals whom they advise. Their responsibilities include working to strengthen the importance, dignity, potential, and unique nature of each individual within the

academic setting. Advisors' work is guided by their beliefs that students have diverse

backgrounds that can include different ethnic, racial, domestic, and international communities;

sexual orientations; ages; gender and gender identities; physical, emotional, and psychological

abilities; political, religious, and educational beliefs. Additionally, advisors are responsible to

their educational community. The responsibility includes: conveying "institutional information

and characteristics of student success to the local, state, regional, national, and global

communities that support the student body" (para 1.).

The commitment to internationalization is further evidenced in NACADA's Strategic

Plan (NACADA, 2009b). The vision states "NACADA will be the acknowledged leader within

the global education community for the theory, delivery, application, and advancement of

academic advising to enhance student development" (para. 1). The strategic plan further outlines

the organization's mission:

- Champion the educational role of academic advisors to enhance student learning and
  development in a diverse world;

- Affirm the role of academic advising in student success and persistence, thereby
  supporting institutional mission and vitality;

- Anticipate the academic advising needs of twenty-first century students, advisors and
  institutions;

- Advance the body of knowledge on academic advising; and

- Foster the talents and contributions of all members and promote the involvement of
  diverse populations (para. 1).

To further the vision and mission of NACADA, a research agenda has been presented to

begin compiling data relevant to their internationalization efforts. The research agenda outlines

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the need for research that includes "comparative studies of academic advising in settings outside the United States to provide insight into the history, theory, and practice of advising and to give the field of academic advising an expanded body of literature" (NACADA, 2009a, para. 3).

As the lead professional organization for academic advising, this agenda for internationalization has further been addressed in recent publications. In the most recent edition of *Academic Advising: A Comprehensive Handbook*, Clark and Kalionzes (2008, p. 220) outline strategies and recommendations for advisors working with international students. Additionally, sections on "Internationalizing the Campus" and "Increasing Cross-Cultural Awareness and Cultural Sensitivity" were added within this chapter. While it is commendable to include this in the section on advising students of color and international students, given the actual framework of campus internationalization, a separate section may have been included on this concept alone in the globalized context in which institutions now function.

Academic Advisors and the Internationalization Connection

It is clear that both academic institutions and the National Academic Advising Association recognize that internationalization is central to the survival of the United States in a globalized world. In theory, institutions that address internationalization recognize that their success, and that of their constituencies, is dependent upon networks amongst the disciplines, amongst one another, between education and the private sector, and across international and curricular boundaries that specifically focus on developing the cultural competencies of their students to better analyze society and contribute to it. Cultural competency is defined as the ability to explore global, cultural, social, and intellectual diversity, and value the experiential and intellectual diversity of academic and professional communities. It is the ability to look at diversity in a broader context, both local and global, and connect to the broader world.

For example, the Michigan State University Liberal Learning Goals and Outcomes (University Committee on Liberal Learning, 2009, para. 4 & 6) has outlined that its community members will possess the following knowledge, attitudes, and skills:

- Cultural Understanding: The MSU graduate comprehends global and cultural diversity within historical, artistic, and societal contexts.

  - Reflects on experiences with diversity to demonstrate knowledge and sensitivity

  - Demonstrates awareness of how diversity emerges within and across cultures

- Effective Citizenship: The MSU graduate participates as a member of local, national, and global communities and has the capacity to lead in an increasingly interdependent world.

  - Understands the structures of local, national, and global governance systems and acts effectively within those structures in both individual and collaborative ways

  - Applies knowledge and abilities to solve societal problems in ethical ways

Having these goals as part of a student's learning outcomes fosters lifelong education and informed citizenship. It also promotes responsible action in local, national, and global communities.

However, intercultural knowledge can be a difficult skill to teach many undergraduates. It is the act of drawing them out into something larger and not just infusing something into them. Many students are aware of cultural differences, but they do not experience cultural difference. They tend to view other cultures through a lens in which other cultures are inferior to their own. Additionally, many aspects of teaching cultural competency emphasize similarity and do not

notice deeper differences. Upon entering our new internationalized curriculum many students seem to face a version of culture shock. It is unfamiliar and they cannot seem to navigate the expectations, attitudes, values, and assumptions already in place surrounding these topics (Berry, 1990). The goal of an internationalized curriculum is to teach our students to suspend their frame of reference.

King and Koller (1995) state that international initiatives (such as an internationalized curriculum) have special importance to our local communities not only because they support current needs for our economic development, but also because they lay a foundation for the coming changes in the American workplace that will demand cross-cultural sensitivity and improved interpersonal skills (Speck & Carmical, 2002, p. 22). Furthermore, "A student can no longer assume that the options for career choice are between domestic and international business. These two areas are now one because all business ultimately has an international connection" (Speck & Carmical, 2002, p. 46). This is only further complicated by the fact that there are no connections between K-12 education and higher education in the realm of international studies. For these reasons, how professional academic advisors value internationalization and understand it will be central to how thoroughly the curriculum of internationalization has been developed and implemented, and to how our society is prepared for the globalized world.

Summary

As boundaries dissolve and a greater emphasis is placed on collaboration between cultures and communities, institutions of higher education change and adapt to these new societal demands in an effort to remain competitive and relevant. One key component to remaining competitive and relevant, as evidenced above, is cross-cultural skills and skills in effective citizenship that future economic, social, and political leaders develop while enrolled in

institutions of higher education. In order to develop these skills, institutions are looking to implement internationalization strategies. While these strategies provide groundwork for curricular changes, with the other pieces of the curriculum, like academic advising, these goals may not be achieved. For this reason, academic advising provides a constant space where students can reflect upon their own cross-cultural skills and how they benefit from the internationalized curriculum.

CHAPTER 3

RESEARCH METHODS

The purpose of this dissertation was to gauge the understanding of the campus internationalization process by professional academic advisors at a large research institution with an institutional strategic plan for internationalization. In order to do this, I utilized a phenomenological approach to examine professional academic advisors' understanding of their role in campus internationalization as a component of the curriculum by revealing their lived experiences (Creswell, 2003). Phenomenology focuses on "describing the 'essence' of a phenomenon from the perspective of those who have experienced it" (Merriam, 2002, p. 93). It allows the researcher to examine an individual's everyday experience and how experiences are structured. Using phenomenology, I explored how professional academic advisors perceive and understand the parameters of the curriculum of internationalization. A phenomenological approach allowed me to obtain rich descriptive data from the participants, while at the same time acquiring a better understanding of the phenomena that were expressed by the participants in the study (Creswell, 2003; Moustakas, 1994). As academic advisors are engaged in the educational process, their description of what internationalization means, what actions they carry out in its plan, and how they interpret its curriculum to their undergraduate students centers analysis for this study.

This chapter provides a discussion of the research methodology, which includes a rationale for using phenomenology, research questions, site and participant selection, sampling, and data collection and analysis approach. A discussion of trustworthiness of the research is also presented, as well as ethical considerations. The study gauged the understanding of professional academic advisors' perceptions and experiences with campus internationalization.

Research Questions

In the study I explored the question: How do professional academic advisors see their role in internationalization on a campus with a stated international agenda?

Under the overarching question, the following questions are also explored:

1. How do professional academic advisors define internationalization?

2. How well do professional academic advisors understand the goals and strategies for campus internationalization?

3. How prepared do professional academic advisors feel they are to address these issues?

Phenomenology

As I examined professional academic advisors' experiences with campus internationalization, as in phenomenology, personal experience was the starting point. The source of personal experience is a description or account of the lived experience. "To conduct a personal description of a lived experience, I try to describe my experience as much as possible in experiential terms focusing on a particular situation or event. I try to give a direct description of my experience as it is, without offering causal explanations or interpretive generalizations of my experience" (van Manen, 1990, p. 54).

The phenomenological approach allows for making reasonable linkages between the interview data and the emerging themes (Moustakas, 1994). It also allowed me to obtain the story directly from professional academic advisors. In-depth interviews made it possible to understand their understanding of campus internationalization. Researchers (Creswell, 2003; Denzin & Lincoln, 2005; Husserl, 1962; Moustakas, 1994; van Manen, 1990) have different views and definitions about phenomenological research. According to van Manen (1990), the

aim of phenomenology is to gain "a deeper understanding of the nature of meaning of our everyday experiences" (p. 9). Moustakas (1994), conversely, defines empirical phenomenology as looking back to prior experiences to obtain descriptions that provide the basis for analysis and allow the participant to reveal the essence of the experience.

Hermeneutic phenomenology, hermeneutics, is "the theory and practice of interpretation" (van Manen, 1990, p. 179), whereas transcendental phenomenology is a design for acquiring and collecting data that explain and describe the human experience (Moerer-Urdahl & Creswell, 2004). The core of phenomenology is intentionality of consciousness (Moustakas, 1994; Sadala & Adorno, 2002). This means that through intentionality of consciousness the lived experiences of the participants have a meaning (Moerer-Urdahl & Creswell, 2004; Sadala & Adorno, 2002). Meaning is also the core of phenomenology (Moerer-Urdahl & Creswell, 2004). This research approach is called transcendental because the researcher sees the phenomenon "freshly, as for the first time" and phenomenological because "it transforms the world into mere phenomena" (Moustakas, 1994, p. 34). I used transcendental phenomenology in this study as the appropriate methodology for this research. This approach facilitated the understanding of the lived experiences of professional academic advisors within a reflective and interpretative research paradigm. This approach provided a systematic design and detailed data analysis method that lead to an essential description and interpretation of the participants' experience.

Using phenomenology made sense in examining the themes of academic advising and campus internationalization as professional academic advisors are "individuals who have been hired to focus primarily on academic advising activities that promote the academic success of students, with additional attention to general student development at the institution" (Gordon, Habley, & Associates, 2000, p. 267). These individuals spend the majority of their time meeting

with individual students and groups regarding academic curriculum requirements, as well as academic and personal success strategies while addressing the overall developmental issues of the students. One of these curriculum pieces is that of internationalization. The benefit of interviewing professional academic advisors lies in their ability and willingness to share knowledge across multiple academic disciplines and their knowledge of the overall college and university policies and procedures (Gordon et al., 2000, p. 270). As those who are knowledgeable of the campus curriculum, phenomenology allows for interpretation of the meaning of phenomena, it allowed me to understand how professional academic advisors interpret campus internationalization.

Study Context

In an effort to focus the inquiry, I selected participants from a single institutional setting, a large research university in the Midwest with a defined internationalization strategy and a history of professional academic advising. My own familiarity with the institution was more than a matter of convenience. I entered this study with an understanding of the campus culture and structure. The institution has been a leader in internationalization and academic advising for many years.

Founded in 1855 by the Michigan legislature, the Agriculture College of the State of Michigan was established as the first land-grant institution in the nation and served as the prototype for later land-grant institutions created under the Morrill Act of 1862. The college underwent numerous transformations and in April, 1963, the new state constitution shortened the name to Michigan State University (Michigan State University, 2010d).

Michigan State University and Internationalization

Most recently, Michigan State University, in its "Boldness by Design" vision, has

declared that it will become a "world grant" institution:

> Michigan State University has engaged in a strategic and transformative journey to
> become the model land-grant university for the 21st century. We call our destination
> "world-grant," and to focus our energy and resources, we have identified five strategic
> imperatives—areas in which we must excel and innovate to fulfill our commitment to
> transformation:
>
> - Enhance the student experience
> - Enrich community, economic, and family life
> - Expand international reach
> - Increase research opportunities
> - Strengthen stewardship (Michigan State University, 2010c, para. 1-2).

As a precursor to this vision, during its 2006 Higher Learning Commission / North Central

Association (HLC/NCA) re-accreditation self-study, Michigan State University included a

chapter on internationalization. Because internationalization has been highlighted as a goal of the

institution, Michigan State University is a prime location to examine academic advising's role in

campus internationalization. During this re-accreditation self-study, internationalization was set

apart as a special or additional component to the self-study report which included topics such as

mission and integrity; preparing for the future; student learning and effective teaching;

acquisition; application and discovery of knowledge; and, engagement and service (Michigan

State University, 2006)

Michigan State University defines internationalization as "connections to and from other

sovereign nations and more specifically to and from Michigan State University across the world"

(Michigan State University, 2006, p. 225). The inclusion of this chapter in the self-study aimed

"to look separately and comprehensively at the university's mission, research, curriculum,

student and faculty issues, programs, outreach and engagement, and future aims in light of

Michigan State University's stated goal of being a university with a global reach in a time of

global change" (Michigan State University, 2006, p. 220). In 2005, President Lou Anna K. Simon identified internationalization, broadly defined, as one of the chief pillars of the university. She also identified that one of her goals for her presidency was "to sustain and expand our leading position in international research, teaching programs, and engagement." (Michigan State University, 2006, p. 217)

Historically, Michigan State University has led in the area of internationalization on a number of fronts. In 2010, the Institute of International Education annual report, *Open Doors*, noted that Michigan State University has the second largest student population to study abroad with a total of 2,969 students participating in over 200 programs in the 2009/2010 academic year. It was also only one of four public institutions in the top 10 for study abroad and international enrollment in the 2010 *Open Doors* report. In the 2011 *Open Doors* report, Michigan State University still ranks second in numbers of students studying abroad. Including this year, it has consistently ranked this high for seven years. The international student numbers also remain high for Michigan State University as it ranks ninth in population with 5,748. Internationalization has been at the core of Michigan State University's culture since 1956 (Michigan State University, 2006, p. 217) when President John Hannah established a Dean of International Programs, being one of the first among major universities to stake a claim as a university "not only for the people of Michigan, but also for the world." Since that time, the Office of International Studies and Programs has expanded to include area studies centers, study abroad, international students and scholars, international development, a Peace Corps recruiting office, and a Visiting International Professional Program.

A key piece to the development of these offices and programs has been the role of faculty at the institution. The 2006 HLC/NCA Accreditation Self-Study Report states that faculty

members are the centers of international strength for the institution and consider them to be the piece that builds the international dimension throughout the university. Faculty members maintain appointments in departments or schools and not in a central school for international study. According to the self-study, "internationalization requires faculty and student commitment to a perspective that includes: 1) international research, connections, and engagement; 2) knowledge, skills, abilities, and attitudes with a global perspective; and 3) comparative understandings of cultural, political, and socio-economic differences and similarities" (Michigan State University, 2006, p. 226).

Michigan State University and Its Definition of Academic Advising

Functionally, professional academic advisors at Michigan State University are considered part of academic human resources. Their official title is that of "academic advising specialist." Academic human resources provides services to faculty and academic specialists. Academic specialists are appointed to units reporting directly or indirectly to the Provost or the Vice President for Research and Graduate Studies. They are different from individuals under the administrative professional division, typically student affairs, due to the nature of their positions supporting the academic functions of the university including academic advising/teaching/ curriculum development, research, or service/outreach (Michigan State University, 2010b). In essence their duties fall under the rubric of the responsibilities of a faculty member but their responsibilities are centered on one of the three benchmarks.

Specialists in the advising/teaching/curriculum development function are "actively involved in the instruction/curricular activities of the University" (Michigan State University, 2010b, Appendix A). Those specialists responsible for advising include "individuals who provide advisement on course options and other academically related matters. These academic

specialists have responsibilities in an academic department, school or college or in a unit that services University-wide populations (e.g. Supportive Services, Undergraduate University Division, Honors College)" (Michigan State University, 2010b, Appendix A).

Furthermore, advising specialists devote the preponderance of their time (50%) to advising students on course selection, degree requirements, majors, etc., and/or to other instructional activities, for example tutoring, interpreting for students with disabilities or bilingual students, advising on academic developmental needs, and developing instructional strategies to assist academic progress. Advising may include career counseling, but this is incidental to the major focus of course and curriculum advice (Michigan State University, 2010b, Appendix B). Typically, a specialist's education is at the master's level or above. As a result, professional academic advisors hold a novel space in the structure of the university. For this reason, they make a unique sample to examine how the curriculum of internationalization is understood.

Role of Academic Advisors at Michigan State University

In designing an academic advising program, one must consider institutional mission, the level of educational offerings, the nature of the program offerings, selectivity of the institution, and student population. Given the size and scope of Michigan State University, the academic advising structure is that of a decentralized model in which services are provided by faculty and staff in their respective academic departments. This accounts for some centralized services such as the Undergraduate University Division, but most advisors are accountable to their respective departments just as the faculty responsible for carrying out the international structure of the university are.

More specifically, Michigan State University uses a decentralized-split model. The split

model divides the "initial advising of students between an advising office and the academic

subunits" (King, 2008, p. 245). The Undergraduate University Division oversees specific groups

of students, such as those who are exploratory or developmental. Once a student declares a major

at Michigan State University, they then move to an academic advisor based on their major.

Academic advisors at Michigan State University fall under two categories: faculty and

professional. This split model was found at 27% of the institutions surveyed by ACT and is the

most popular model in public four-year institutions (Habley, 2004). According to the Michigan

State University Advisor Manual (Michigan State University, 2010a, para. 2):

> advisers are charged with providing guidance that focuses on the development of a
> student during their undergraduate experience. This is a collaborative process that
> educates students based on their academic, personal, social, and career needs. They
> encourage students to maximize University opportunities to enhance their undergraduate
> experience.

Additionally, Michigan State University has consistently conducted academic advising

surveys to measure student satisfaction. These surveys have occurred in 1997, 1998, 1999, 2001,

and most recently in 2005 for the Assistant Provost for Academic Student Services and

Multicultural Issues and Vice President for Student Affairs and Services. The 2005 survey was

the first online survey and was conducted by the Office for Survey Research in the Institute for

Public Policy and Social Research (IPPSR). The survey received a response rate of 52.9%.

(Hembroff & Clark, 2005, p. 2) Of these respondents, 42% indicated that they relied most

heavily on their academic advisor for information about the university. Seventy-three percent of

these reported that their contacts were in-person, 55% reported that they were with professional

advisors and 78% reported seeing the same advisor consistently. Overall, 77% of the respondents

rated the quality of advising as excellent (29%) or good (48%) (Hembroff & Clark, 2005).

The survey also covered whether or not advisors assisted in making connections between the curriculum and career goals. Questions included examining the connections between the integrative studies courses and the major, connections between career choices and major, and connections between courses and career choice. The questions did not evaluate the learning that occurred during these discussions or the quality of the connections made. The questions assessed the opinion of the student as to whether the advisor had discussed these issues or not.

All in all, students were most satisfied when they believed advisors were knowledgeable about requirements and options for the student; when advisors took the time to discern the students' goals and to understand the student's needs; when advisors helped them solve problems and sort priorities; when advisors made themselves conveniently available; and when advisors were promptly responsive to student's requests for information or appointments (Hembroff & Clark, 2005). The assessment really focused on student perceptions of the academic advising system and to enhance their experiences. Unfortunately, these surveys only focused on student satisfaction and not the learning outcomes of the advising process.

According to Robbins (2009), assessment of advising includes an examination of student satisfaction and learning outcomes. While his work focuses primarily on career advising, the approach can be applied to academic advising. The specific phenomena to be evaluated or assessed are the outcomes of advising: "those resulting events and facts that are the most important for measuring based on the individual mission, goals, and needs of [career] advising. These outcomes are in the form of process and delivery outcomes [as seen in the Michigan State University surveys], student learning outcomes, and [career] advisor learning outcomes" (p. 268). Process and delivery outcomes address how advising is delivered and what information is delivered during the experience. These items are typically measured through student

satisfaction instruments. Student learning outcomes are statements that center on what a student is expected to know, do and value as a result of involvement in the advising experience (Campbell, 2005). Finally, advisor learning outcomes focus on what the advisor takes away from the interaction.

In terms of examining academic advising and its learning outcomes, internationalization and its goals should be part of those learning outcomes. Unfortunately, to date, the advising surveys done at Michigan State University have not included the learning outcomes component. If academic advising is a teaching and learning process, then looking at the curriculum of internationalization and how it is carried out through that process helps to balance the mission of the institution.

Research Design

I collected data through a two-step process. First, I sent out a screening tool designed to elicit potential participants' level of advising experience, demographic data, and priorities related to internationalization (Appendix A & Appendix B). From the responses to this screening tool, I selected 23 participants to be interviewed in order to examine their understanding and experiences with internationalization. Each participant completed the Global Perspectives Inventory and a one-on-one interview with me. In this section, I describe the sampling procedure and participants, data collection process and instruments, and data analysis.

Participants and Sampling Strategy

According to Hycner (1999), "the phenomenon dictates the method (not vice-versa) including even the type of participants" (p. 156). I chose purposeful sampling to identify the primary participants (Creswell, 2007). I had hoped to select the sample through criterion sampling by initially e-mailing a selection tool to the academic advising community through the

advisor listserv at Michigan State University. In that initial survey, I asked a certain set of questions about the liberal learning outcomes on the campus of Michigan State University. From that initial tool, I had planned to select the sample based on my judgment and the purpose of the research (Babbie, 1995; Greig & Taylor, 1999; Schwandt, 1997) looking for those who "have had experiences relating to the phenomenon to be researched" (Kruger, 1988, p. 150). More specifically, selection for participation was to be based on my perception of a professional academic advisor's understanding of campus internationalization through the initial screening tool (Appendix B) and examining how they rated the various Liberal Learning Outcomes in order of importance to their work. I had also hoped to choose them based on years of experience and department advising to get a wide range of experiences. This plan for gaining participants was an effort to gain a wide variety of participants with different views on the more "internationalized" aspects of the university.

Additionally, in order to gain a broad perspective of advisor understandings of internationalization, professional academic advisors were to be selected from the selection tool representing what has been defined as the "core colleges" of Michigan State University. These colleges consist of the College of Natural Science, the College of Arts and Letters, and the College of Social Science. These colleges are more closely tied to the concept of the liberal arts. Additionally, these professional academic advisors were perceived to have closer ties to faculty doing international research and access to departmental initiatives related to the internationalization strategies. Finally, the roles of these professional academic advisors allow them to work a wide variety of student populations within the majors.

Other than the college in which the advisor works, the main point of selection was to be their response to the question which asks them to prioritize the Liberal Learning Outcomes from

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their perspective. Because Boyd (2001) regards 2 to 10 participants or research subjects as sufficient to reach saturation and Creswell (1998, p. 65 & 113) recommends "long interviews with up to 10 people" for a phenomenological study, a sample size of up to 10 professional academic advisors was sought. While global competency has been defined by the Office of the Associate Provost for Undergraduate Education at Michigan State University to cross all of the Liberal Learning Outcomes (Michigan State University, 2009), I focused on two of the Liberal Learning Outcomes that are hallmarks of internationalization due to the use of word "global" in their descriptions: Cultural Understanding and Effective Citizenship. I had hoped to select five advisors that rank Cultural Understanding and Effective Citizenship within their top three priorities and I had hoped to select five advisors that rank Cultural Understanding and Effective Citizenship in their bottom three priorities. However, this process did not yield the numbers of participants that I had hoped. As this was a self-study at the institution where these individuals were employed, I believe that the lack of volunteers resulted from a concern centering on confidentiality.

Due to a lack of numbers to achieve the goal stated for the number of participants, I decided to use purposeful sampling. In order to find more participants, I sent personalized e-mails to advising colleagues in the core colleges reassuring them of confidentiality and requesting their participation in the study. This garnered more participants, but not enough for a reliable sample. As a result, I expanded the number of colleges from which I drew participants. First, I went to the residential colleges that could be associated with each of the core colleges. When this did not result in enough participants, I expanded the circle that I pulled from a bit more and asked for participants from the "professional" colleges of Engineering, Business, Communication Arts and Sciences, and Education. By reaching out to the broader advising

community and asking for their participation specifically, I was able to achieve a critical mass of advisors to interview.

The use of the rankings of the Liberal Learning Outcomes became a means to further interpret their interviews rather than a means to select participants. Interviews were then arranged with these professional academic advisors. These interviews served as the primary unit of analysis utilizing both the rankings of the Liberal Learning Outcomes and the Global Perspectives Inventory as means to place the advisors' responses in context. In other words, the selection criteria initially hoped to focus on the process of thinking about learning outcomes, but not on the product of that process. However, in the end, the selection process for participants centered on contacting individuals that met the criteria of being 50% time professional academic advisors throughout the institution. In spite of the diversity of colleges, common themes still emerged. The demographics of the professional academic advisors who participated in the research are presented in Tables 1 and 2. and in the information that follows.

Table 1

Gender Breakdown of Academic Advisors

Gender	N	Percentage
Female	16	69.57
Male	7	30.43

Table 2

Race/Ethnicity Breakdown of Academic Advisors

Race/Ethnicity	N	Percentage
European/White	19	82.61
Black	3	13.04
Hispanic	1	4.35
Native American	0	0.00
Other	0	0.00

- Participants were 26 to 64 years old, with an average age of 40.48 years.

- Participants had worked as a professional academic advisor from 3 to 19 years with an average of 7.96.

- The average number of years advising at Michigan State University was 6.83 years ranging from 6 months to 19 years.

- All 23 professional academic advisors interviewed had a Master's degree and one had a Ph.D.

- Professional academic advisors interviewed represented 10 of the 18 colleges at Michigan State University.

Degrees of the professional academic advisors varied in terms of areas of study:

- 12 were in Education

- 6 in Social Work, Counseling and Allied Fields

- 4 in other non-professional disciplines

- 1 with two degrees (one in humanities and one in a professional field)

The college breakdown is presented in Table 3.

Table 3

College Membership Breakdown of Academic Advisors

College	*N*	Percentage
Social Science	5	21.74
Natural Science and Agriculture and Natural Resources	8	34.78
Arts and Letters	3	13.05
Professional Schools	7	30.44

Data Collection

The specific "phenomenon" that I focus on is campus internationalization, more specifically, internationalization as the curriculum for the institution. As a result, interviews offer the best means to not only reflect on participants' perspectives, but to also allow the researcher to engage in the reflection process with the participants. This method was useful as a tool to explore complex processes. The interviews were loosely structured with open-ended questions (Appendix D) to allow for flexibility in examining the varying perspectives of the participants and the themes as they emerge. Prior to conducting the interviews, I asked each participant to complete the Global Perspectives Inventory in an effort to provide a baseline for interpreting the interviews.

Global Perspectives Inventory

As meaning-making is central to phenomenology, I administered the Global Perspectives Inventory (Braskamp, Braskamp, & Merrill, 2010) to each of the selected participants in order to gain a baseline for participants' own intercultural maturity and a means for better interpreting participant responses to my interview questions. The Global Perspectives Inventory assesses intercultural identity on a three different domains: cognitive, intrapersonal and interpersonal.

Each domain has two scales; one reflects the theory of cultural development and the other

reflects intercultural development (Braskamp et al., 2010). The cognitive dimension centers on

one's knowledge and understanding of what is true and important to know. The intrapersonal

dimension focuses on one becoming more aware of and integrating one's personal values and

self-identity into one's personhood. Finally, the interpersonal dimension looks at one's

willingness to interact with persons with different social norms and cultural backgrounds,

acceptance of others, and being comfortable when relating to others. The scales on the GPI

portray markers in which persons of all ages are constantly asking questions about how they

think, feel and relate to others (For reliability and validity information on the GPA, please refer

to Appendix G). In total, there are six scales in the GPI, two from the three domains: cognitive,

intrapersonal and interpersonal:

> Cognitive – Knowing: Complexity of one's view of knowledge and the importance of cultural context in judging what is important to know and value.
>
> Cognitive – Knowledge: Degree of understanding and awareness of various cultures and their impact on our global society; proficiency in languages.
>
> Intrapersonal – Identity: Level of awareness of unique identity; degree of acceptance of one's ethnic, racial and gender dimensions of one's identity.
>
> Intrapersonal – Affect: Level of respect and acceptance of cultural perspectives different from one's own; degree of emotional confidence when living in complex situations.
>
> Interpersonal – Social responsibility: Level of commitment of interdependent living.
>
> Interpersonal – Social interactions: Degree of engagement with others who are different from oneself; degree of cultural sensitivity living in a pluralistic setting.

Additionally, the GPI measures three other domains: well-being, global citizenship and

community.

> Well-being: Level of commitment to making a difference in the world, working for the concerns of others, and having a purpose in life.

Global citizenship: Level of understanding about cultural differences, identity as one who can interact with others from different cultures, and a self confidence in making a difference in the world.

Community: Perception of the character and identity of the campus, supportive community of its members, extent of being encouraged to develop one's strengths and talents. It reflects the identity and mission of a campus, manifested by the rituals and practices. It also includes important relationships colleges have with external and local community agencies.

Finally, the GPI asks for the number of terms of involvement in curricular and co-curricular activities in the campus environment. The curricular focuses on the courses and pedagogy employed by instructors, or in this case professional academic advisors. It includes course content (what is taught), pedagogy that reflects local style of teaching and interactions with students (how content is taught). Co-curricular focuses on activities out of the classroom designed to foster student development. These include planned interventions, programs and activities such as organized trips, social and cultural events, immersion experiences, and leadership programs.

Interviews

After administering the Global Perspectives Inventory, I conducted interviews with each of the 23 selected participants. These interviews provided opportunities to think about and explore the interview questions in greater depth to both me and the participants. This allowed participants to reflect, revise comments, and ask their own questions. The interviews ranged in length from 20 minutes to an hour with the average interview lasting 40.04 minutes. Through the interviews and the Global Perspectives Inventory, I was able to explore the emerging themes. Again, my central research question is:

- How do professional academic advisors see their role in internationalization on a campus with a stated international agenda?

The interviews focused on the broad open-ended questions (Appendix D). In each interview, my questions were "directed to the participant's experiences, feelings, beliefs and convictions about the theme in question" (Welman & Kruger, 1999, p. 196). Data were obtained about how the participants "think and feel in the most direct ways" (Bentz & Shapiro, 1998, p. 96). I focused on how the participants make meaning of their role in campus internationalization. Bailey (1996) states that the "interview is a conscious attempt by the researcher to find out more information about the setting of the person" (p. 72). The interview is reciprocal: both researcher and participant are engaged in the dialogue.

Kvale (1996) remarks with regard to capturing data during the interview that it is "literally an interview, an interchange of views between two persons conversing about a theme of mutual interest," where researcher attempts to "understand the world from the subject's point of view, to unfold meaning of peoples' experiences" (pp. 1-2). At the root of phenomenology, "the intent is to understand the phenomena in their own terms—to provide a description of human experience as it is experienced by the person herself" (Bentz & Shapiro, 1998, p. 96).

Each interview was recorded using digital audio means, so I could take notes on visual cues during the interviews, as well as my own thoughts and reflections. I anticipated that some participants may be reluctant to be recorded, but all participants were open to the process. I communicated the need for recording in the consent form and verbally before the interview. Additionally, I assigned each participant a pseudonym to use in the course of the study.

Because the main goal of this project was to study professional academic advisors' experiences and understandings of the internationalization process, it was important to allow them to state their views on these topics in a way that does not lead or attempt to define what "internationalization" is for him/her. As a researcher, my intent was to use "nondirectional

wording" (Creswell, 1994, p. 71) rather than suggest that "internationalization" means anything in particular or that it may mean one thing versus another. I directed questions back to participants where appropriate.

In addition to an audio recording of the interview, data gathering from each participant session was done in the form of note taking, including an outline of participants' answers to the questions. Notes and outlines were reviewed following each interview in order to manage volumes of information in a systematic manner prior to and during data analysis. I also used notes taken during interviews to attend to issues such as interviewer bias and to add clarity to any part of tapes and/or transcripts which may be unintelligible or otherwise unclear.

Data Analysis

I selected interviews as a method as they allow for clarification of participants' understanding of the internationalization process. The study was conducted using a constant comparative approach where data collection and analysis will occur simultaneously. This process allowed for the subsequent stages of data collection and analysis to unfold. I began my analysis of the initial interview data with the organization of the materials resulting from identification of participants and the processing of informed consent documentation. Noting demographic and other identifying information about participants in the study served as an initial step in preparing and categorizing interview data for further detailed analysis at a later time.

The analysis of the data began from the time of the first proofreading of the transcript. The transcripts of this study were read repeatedly and sorted to allow a creation of a conceptual map of the professional academic advisors' experiences. Noteworthy themes and statements were used to write a thick description of what the participants experienced, which Creswell (2007) described as textural and structural descriptions. Once all interviews were completed and

transcribed, I reduced the data collected into common themes, categories, and patterns which included items like time, advising load, understanding of departmental and university mission and goals and so on. Additionally, I examined the data and sorted it according to the different components of Stark and Lattuca's academic plan model, so that I could see how the role of the academic advisors and their experiences with campus internationalization fit into the plan as a whole. I then organized them as outlined by Moustakas's (1994) systematic process (described in more detail in the next paragraph). I described each professional academic advisor's lived experiences with campus internationalization; identified significant statements or cluster statements into meanings and themes; synthesized the themes into a description of the individual's experience; and constructed a composite description of the meaning. I also referred back to the results of each individual's Global Perspective Inventory (Appendix G) to see if it provided additional insight into their responses. However, as I moved through the data analysis, it became evident that the results from the GPI did not provide context to the answers given by the participants as regardless of their score on the GPI, there emerged common themes shared by the majority of the participants.

Upon completion of the transcriptions, the data were analyzed by highlighting significant statements, sentences, or quotes that provide an understanding of how the participants experienced the phenomenon (Creswell, 2007, p. 25). This technique was originated by Moustakas (1994) and deemed the horizontalization step in data analysis. During the process, I listed every relevant expression of mattering, also known as *invariant constituents*. If the expression can be classified, it is considered ―a horizon of the experience (Moustakas, 1994, p. 121). If the expressions did not meet the requirements of aiding in the understanding of the phenomenon or being classified, the data were eliminated (Moustakas, 1994).

Next, specific themes were identified by clustering the invariant constituents. Clustering is the process when important theme meanings naturally cluster together. In other words, whether there seemed to be some common theme or essences that unites several discrete units of relevant meaning (Hycner, 1985, p.287).

Researcher Positionality

The researcher's positionality in relation to the setting is important as it determines how epistemological, methodological and ethical issues are framed in the inquiry (Herr & Anderson, 2005). Having worked at Michigan State University as a professional academic advisor for nearly nine years, my familiarity with the institution served as a tool to foster rapport, ask appropriate questions, and make meaning of participant responses. Although there are benefits to my familiarity with the institution, it was important not to allow my experiences to replace those of the participants. For many years, I have had a passion for international education and academic advising. This has been evidenced through my involvement in a professional association related to both academic advising and internationalization.

Currently, I serve in three national leadership capacities through the National Academic Advising Association: The Global Community for Academic Advising (Past Chair of the Commission on the Theory and Philosophy of Advising, the State of Michigan liaison, past member of the Professional Development Committee, current member of the Research Committee, current member of the NACADA Journal Editorial Board, and member of the Globalization sub-committee). Within Michigan State University, I have also served as a program assistant to the Freshmen Seminar Abroad program, currently serve as a member of the Faculty Learning Committee on Teaching and Learning Abroad, and assist faculty within the School of Criminal Justice in developing their own study abroad programs. As a result, I will

need to continue to examine my own experiences, my knowledge of the university, and my perspective of internationalization and academic advising on the campus with that of the participants.

As a result, I kept a detailed set of notes throughout the project in an effort to attend to issues of bias as well as to take advantage of insights which may be offered through the familiarity of similar experiences. The participants were aware of my experiences in advising and work internationally on campus, but were not the focus of any individual interview or interview question.

Consent Procedures and Confidentiality

Each individual who participated in the interview portion and subsequent data collection stages of the study completed a consent form (Appendix C) before being interviewed. I was available via face-to-face meeting, phone, or e-mail to respond to any questions or concerns that came up in relation to participation. Participants were allowed to withdraw participation or the right to refuse responding to any question or questions. This consent form allowed me the ability to notify participants of the means taken to ensure confidentiality of the data participants. I further noted that participation was completely voluntary and that refusal to participate would not lead to negative repercussions.

Limits of the Methodology

Because of the unique culture of campus internationalization and history of academic advising, as well as choosing the participants through purposeful sampling, I do not attempt to generalize to other campus internationalization strategies or academic advising structures. Replicating this study due to the uniqueness of the individuals who participate coupled with the absence of random selection is another limitation.

Verification

According to Creswell and Miller (2000), qualitative researchers should engage in at least two of eight different verification strategies in any given study. In this study I employ two of the eight verification strategies recommended by Creswell. The two strategies were peer review and the clarification of researcher bias.

Peer review is a strategy whereby the research is examined by an individual who provides an external check of the work. In this study, the research was read and examined by three individuals outside. These individuals asked hard questions about the meanings, methods and interpretations of the information resulting from the interviews. All three individuals were not employed by Michigan State University at the time of their review.

I also used self disclosure as a verification procedure. According to Creswell and Miller (2000), "This is a process whereby researchers report on personal beliefs, values, and biases that may shape their inquiry" (p. 5). This created an atmosphere where the researcher's biases and preconceived ideas were brought out in the open at the beginning of the analysis, so that readers had a clear picture of how the researcher's biases might affect her analysis. The reader is then able to understand the researcher's perspective and either ignore or incorporate the researcher's biases.

Ethical Issues

Participants were informed how findings will be used as well as their option to limit their participation in or withdraw from the study at any point. Since the data are published as a dissertation, participants will remain anonymous and had the opportunity to provide feedback without consequence. All research fell within the guidelines of Michigan State University's

Human Research Protection Program. Institutional Review Board approval will be obtained prior to the beginning of the study.

Each participant was asked to sign an Informed Consent form for the audio taping of the interview prior to the interview. The identity of each participant in this study will be kept strictly confidential. After each interview was completed and transcribed, the original data (voice) file was then deleted from the digital voice recorder so that it could be cleared for the next interview. Each interview was transcribed by the researcher. These transcriptions will be kept in a locked cabinet in the researcher's home office for three years after the study and then destroyed. The results of this study will be published in the researcher's dissertation and may also be published in scholarly publications and presented at conferences.

Additional measures to assure reliability and integrity of this study include the ongoing involvement of Kristen Renn, Ph.D., dissertation director, and other members of the dissertation committee. Participants will be given the option to contact Dr. Renn, when needed, as part of informed consent to participate in this research.

Summary

Michigan State University provided a unique location to examine the relationship between internationalization and academic advising. It has a long-established history of both academic advising and internationalization, as well as a distinct categorization of "academic advising specialists" who are responsible for this function within the institution. Additionally, Michigan State University sees academic advising as an instructional process that supports the academic vision and mission of the institution due to this unique classification.

CHAPTER 4

RESULTS

The purpose of this dissertation was to gauge the understanding of the campus internationalization process by professional academic advisors at a large research institution with an institutional strategic plan for internationalization. In order to do this, I utilized a phenomenological approach to examine professional academic advisors' understanding of their role in the teaching and learning process for campus internationalization as a component of the curriculum by revealing their lived experiences (Creswell, 2003). The search for the essential components of experience is what is at the center of phenomenological study as determined by Husserl (1999). In-depth interviews made it possible to understand the academic advisors' understanding of campus internationalization. I interviewed a total of 23 professional academic advisors.

The questions asked of the participants centered on their direct experiences, feelings, and beliefs about their role as a professional academic advisor and their experiences with campus internationalization. The research study focused on the following question: How do professional academic advisors see their role in internationalization on a campus with a stated international agenda?

Under the overarching question, the following questions were also explored:

1. How do professional academic advisors define internationalization?

2. How well do professional academic advisors understand the goals and strategies for campus internationalization?

3. How prepared do professional academic advisors feel they are to address these issues?

In order to most effectively answer these questions, I conducted a phenomenological study wherein I sent out a screening tool designed to elicit potential participants' level of advising experience, demographic data, and priorities related to internationalization (Appendix A & Appendix B). After the screening tool, I interviewed a total of 23 individual advisors representing a broad spectrum of academic majors and colleges within the university.

During the analysis process multiple themes surfaced as defining the experience of professional academic advisors with the campus internationalization process. The main theme that emerged was that of compartmentalization. For this study, compartmentalization was the act of dividing their responsibilities into defined categories. The phenomenon "compartmentalization" appeared as the professional academic advisors began to talk about their philosophies, their departments, and the university missions and goals. It became clear that the professional academic advisors were dividing their responsibilities into defined categories by focusing on study abroad only when a student brought it up or focusing on the curriculum only when a student wanted to change their schedule. Professional academic advisors in this study seldom integrated the knowledge, resources and personal experiences together when discussing the international pieces of the institution or their own international experiences. The participants had a solid understanding of the importance of cultural understanding, effective citizenship, and the role of internationalization, of various resources that could support these goals, and of their own personal experiences; they did not necessarily make connections between these components. In essence, internationalization as the curriculum itself was lost in the details of the everyday interactions with students. The professional academic advisors in this study seemed to fall short in helping students understand the broader meaning behind their education.

Overview of the Chapter

Phenomenological research analysis requires multiple description methods whereby the researcher reaches further into the data to expose the central themes and finally the essence of the work. The first section outlines the key themes that emerged as the participants discussed their experience with concepts centering on campus internationalization without defining what "internationalization" was for them. Additionally, as the findings of this research are based on the academic plan model as outlined by Stark and Lattuca (1997), the second section outlines the experiences of the professional academic advisors through the conceptual framework of the academic plan model to better examine academic advising as a teaching and learning process. The central theme of this research was that of compartmentalization, as the professional academic advisors did not seem to make connections among the different components of this curricular agenda. Again, for this study, compartmentalization was the act of dividing their responsibilities into defined categories. Among the professional academic advisors I interviewed, (a) knowledge (the degree of awareness and understanding of the different components of campus internationalization), (b) resources (the components of the university associated with international activities), and (c) personal experiences (the professional academic advisors' own experiences with the international, intercultural and global) served as the three components where compartmentalization occurred.

Structural Description

Phenomenological data analysis calls for descriptions which serve to help the researcher continue the bracketing process and reduce the data collected to get to the essence of the phenomenon (Creswell, 1998). The structural description that follows defines how the phenomenon was experienced "considering all possible meanings and divergent perspectives,

varying frames of reference about the phenomenon" (Creswell, 1998, p. 150). In the structural description, the researcher identifies patterns and themes evident in the study that help to focus the researcher on the meaning of the research.

Interviews with professional academic advisors were the main method of data collection. Each interview conducted helped to more firmly establish the themes as they emerged. My initial finding of compartmentalization centered on the component factors of knowledge, resources and personal experiences continued as the interviews progressed. Patton (2002) states that the identification of major patterns and themes forces the researcher to look deeply at the data for support of the patterns to make clear the connections between the research and the identified themes. Before delving into the themes that emerged in the course of this study, I think it important to note at this point that many of the professional academic advisors found it difficult to differentiate among the terminology outlined at the start of Chapter 1. Many of the advisors used the terms *globalization* and *internationalization* interchangeably. Even in defining what *internationalization* was in relation to hearing the term used on campus, the professional academic advisors were unable to articulate it with certainty:

> I think they should have a good understanding of about what that means for students. I don't just think of study abroad or different cultures. I guess globalization is seen as broader… to me it's bigger. (Victoria)

This lack of understanding in terminology could also lead to the difficulty for some advisors in defining their space in the process.

Compartmentalization

For the purpose of this study, compartmentalization is defined as the act of dividing responsibilities into defined categories. An example of this division occurred in advisor knowledge as the professional academic advisors did not define internationalization as a cohesive entity. They attempted to define it, but fell short of including each piece of the process.

In the interview protocol, the questions did not specifically address "compartmentalization" as a core concept of the study. However, as discussions evolved, it became clear that compartmentalization was occurring although the professional academic advisors did not have language to describe this phenomenon. What did become evident was that the professional academic advisors knew each of the components often associated with campus internationalization strategies: research, service-learning, study abroad, study away, international students, alternative spring break, student organizations, and coursework. Yet, they did not see the components falling under the one thematic umbrella of internationalization.

When asked the interview questions aimed at getting to the "international, intercultural and global dimensions" of the curriculum, the professional academic advisors often focused on one or two of the pieces or they automatically began to talk about study abroad or international students on campus. For example, when the professional academic advisors were asked what the level of international involvement for their departments in terms of research, teaching, and service, most often the professional academic advisors knew that research was occurring, but could not provide examples. The other consistent answer for the professional academic advisors was to talk about the study abroad offerings of the department. However, this was on a superficial level, as they did not go into depth in terms of how the content of the curricular component varied on study abroad versus taking the same course on-campus, just that their faculty led the programs. For instance, Diana stated:

> Heavy involvement [in study abroad] and all of our [academic] majors come very short, just very short, of requiring study abroad for our students for our undergraduates. I would imagine there is a lot of international research going on, but I haven't learned all that yet. But I would venture to say that it is the case.

Fran, while not able to articulate the international work in her department, was able to note that the faculty did study abroad programs: "I think several study abroad programs is all I know about

international work." Susie noted that their faculty were culturally and internationally minded due to the culture of the unit. Yet, she was unable to elaborate on what faculty did in relation to research internationally:

> I would say I'm pretty aware of what our faculty members are doing and I think they're all pretty culturally and internationally minded. I would say at least, I guess two or three or four of our faculty are more interested in studying kind of international topics.

When the advisors were asked about how they talk about cultural understanding and effective citizenship with their students, here again, study abroad was the most quickly referenced component of developing these skills. It appeared as there might be triggers in the conversation for the professional academic advisor to discuss these learning outcomes. As many of the professional academic advisors focused on the immediate needs of the students as their primary goal for the advising session, internationalization appeared to be less important despite it being a key curricular goal for the institution. Gina focused on the fact that, as a professional academic advisor, they had a point person for student affairs issues and study abroad;

> A lot of the international piece is in the student affairs piece… we all play a role in making sure our students know about opportunities… we have a point person [for study abroad] from the advising standpoint.

From Gina's statement, one can see that study abroad was valued and that she knew about the opportunities, but was willing to give that responsibility to a colleague. On the other side, when they discussed cultural understanding or effective citizenship, it was when working with international students. When asked about these skills Fran began talking about her advising of international students. In relation to working with domestic students, Fran stated:

> In terms of talking to the standard white American students, I don't know that I talk about other cultures, unless I'm talking about study abroad. Sometimes if they are having difficulty understanding a professor from another culture and I really try to encourage them to ask the professor to repeat.

This was also similar to the reflections of Inge:

The American students… it doesn't usually come up, I suppose, but I do often wonder because it's not being talked about. There's an obvious increase of international students in our college. I do wonder what the American students think looking around their classrooms.

Although in an institution that espouses internationalization as a key curricular goal and one that views academic advisors as educators enacting the curriculum, one would expect to see discussions centering on cross-cultural skills in a broader context and not just the liberal learning outcomes of cultural understanding and effective citizenship. However, the professional academic advisors I interviewed often cited that this arose in discussions about future careers and why they are important. Additionally, these advisors indicated that these discussions did not occur on a consistent basis. The curriculum of internationalization again did not push the discussions; rather it was the immediate needs of the students. Finally, in asking about how the professional academic advisors discussed the same learning outcomes of cultural understanding and effective citizenship with colleagues, a lack of consistency was noted for the reason it was not mentioned or only discussed when a trigger again occurred for it:

I think for me what it means it's a move for them towards a particular goal. It comes up every once in a while but I'm not sure where they're going with that right now. I think that they want to keep constant their study abroad programs, the rankings. They want to have more international students. They want to integrate other things on campus. I feel like it's been a while since we've been to meetings on the topic. (Jack)

Other advisors noted that the focus was graduate level education, not undergraduates, and felt that their role as an advisor fell victim on some level to this hierarchy. Evie stated: "Our department is very graduate program. If there isn't something to do with undergraduates, I don't go... We've got 600 students to see for god's sake."

The frequency of the discussions with students and with colleagues on cultural understanding and effective citizenship seemed dependent upon certain triggers. A few of the advisors noted in particular that they were more likely to have these types of discussions with

international students studying at Michigan State University having difficulty transitioning into American culture.

As seen in the statements above, the professional academic advisors in this study had divided the responsibilities into defined categories dependent upon a student's immediate needs, despite the institution advocating for internationalization as a key curricular goal. The components of that compartmentalization centered on their ability to integrate knowledge, resources and personal experiences. If these three components were integrated and pervasive, then the professional academic advisors may have had a better understanding of internationalization itself as a curriculum to teach the students. However, the division of knowledge, resources and personal experiences certainly impacted the pervasiveness of internationalization. I will now examine each of these components in relation to internationalization and how the professional academic advisors discussed their experiences with each.

Knowledge

"Knowledge" consists of the degree of awareness and understanding of the different components of campus internationalization. The participants did not truly recognize these components as part and parcel of the same overarching goal. In relation to the knowledge that professional academic advisors needed to address internationalization as a curriculum, some areas were discussed more than others. When asked questions aimed at how they came to know about programs and curriculum at the institution, professional academic advisors often lacked the knowledge of what the broader message was of internationalization and/or the information needed to articulate it to the students.

One area that the professional academic advisors seemed not to really engage with was that of faculty research and service. For example, one of the departmental advisors expressed that while he had a good relationship with his faculty colleagues, he really did not know what their research entailed:

> I do have a good relationship with our faculty, but in terms of their research, I mean we do have some folks who do international comparative [work], but beyond that, I'm not sure how much of that is involved. (Jack)

Another advisor at the college level who did indeed advise a specific major, did not have any knowledge of the research and service at all, much less the faculty themselves as colleagues:

> We don't have our own faculty so I am not familiar with the professors that teach our students. It's kind of difficult because if something comes up I don't know. Students have to do everything themselves… We are not connected in that way. (Victoria)

Diana also noted that "This department has only had a professional advisor for three years now, so I don't think they know quite what to do with me." The participants noted that there existed a division in their knowledge. While they noted that they had good relationships with the faculty, in terms of understanding the broader context of the curriculum, knowledge of the research occurring at the institution, or in their academic unit, did not seem relevant to their work with students. Not only that, but a clear division between some of the professional academic advisors and their faculty colleagues was occurring and there seemed to be a sense that the curriculum belonged to the faculty and the academic advisor did everything else.

When the participants were asked about the knowledge, skills and abilities they thought a professional academic advisor needed to develop global competencies in students, the advisors noted that they needed more exposure to international components of the institution, as well as how to address cultural skill development. One advisor noted a training experience that assisted him in his role:

> We had a consulting group come in to give us a presentation on how to address, you know, cultural awareness and open up that conversation... Having those professional opportunities to open up and talk about it helped as well. (Bob)

Another advisor further expressed a need for more education about what they should be telling students:

> I think also maybe we need more education about what the things are we should be telling our students or exposing them to and regularly having those opportunities. I've only been here for two years, but I think about things that I hear and about what I don't know. (Victoria)

This need for training and more knowledge also emerged as the advisors discussed the structure and mission of their departments:

> And the last thing is supervision or some form of support to guide that individual to grow to have strength in multicultural and cultural understanding because again someone like me who barely has three years of experience Yes, you could add more to that with my graduate school and personal experiences but colleagues with more experience than me have a better perspective. They have more experience and it's important for me to move forward. (Carter)

Lucy described her office as "limiting" in terms of developing her skills as an advisor in this area: "I do find as an office my office limiting. I think people have trouble reaching beyond their own cultural perspectives here in this office. As individuals in the office, we could use some work stepping out of our comfort zones." Inge also noted a lack of preparation for campus internationalization: "I don't think the university has prepared us well for the increase in international students and I do think they require special advising."

Again, for the participants in this study, a disconnect appeared between what the university thought they should know and knew and what the professional academic advisors actually said they knew about these pieces of the institution. This disconnect expanded out to the knowledge of university goals and mission. In talking about the knowledge of the university mission and goals, some questions focused on how professional academic advisors and their colleagues utilized the liberal learning outcomes. Here too, professional academic advisors

indicated a lack of understanding or knowing how to incorporate them into their practice. When

asked how they used the Liberal Learning Outcomes in their practice, Jack replied:

> There needs to be meetings and workshops that are more consistent. I would certainly go but I think these continuous, sort of workshops would help to reinforce the goals and the mission and the ability to help reach those goals.

Some advisors felt overwhelmed by the push to incorporate the mission and goals into their work

as in the case of Evie below:

> Because I think we are so focused on the work that we need to do whether it's the advising or the career piece and I understand that someone could argue that we need to know those liberal learning outcomes to be effective at what you do… I think it's really easy to be at a large institution like this and be overwhelmed with a lot of jargon and a lot of, you know, there's this initiative, there's that initiative, but it's like just leave us alone and let us work with the students. That's kind of how it feels.

Inge was particularly vocal about the mission of the university itself:

> It's really kind of shoddy and we never really know. So, I feel that there is a major disconnect between the initiatives behind MSU, and OISS, and then the academic departments. We kind of just get it. Things just get thrown to us and we don't necessarily see the bigger picture, and I should say me. I don't see the bigger picture. Other than I think it's money generated. Even though I know we are supposed to have global citizenship, I think it's money driven.

In the departmental units, there also did not seem to be a current of discussion about how the

curriculum reflected the goals. While the professional academic advisor recognized that some

individuals valued, or at least attended the meetings, they did not feel a pervasive conversation

around campus on the goals. For example, Jack noted:

> I know folks go to some of the meetings, but I guess that's why I feel in the dark. I haven't really heard of our faculty using them. I don't really talk with my advising colleagues about them either.

Diana clearly noted how disconnected she felt to the liberal learning outcomes:

> I guess I've more seen it used when there is discussion and debate in my department when there are discussions about curriculum, so, I've been a bit detached from it which has been a good and bad thing as far as being the only one who does what you do. You kind of detach a little bit and not be so swept up in the sometimes negative discourse…. I couldn't tell you off the top of my head what they are. I've seen them. I've read them.

But was in triage with my former advising role so did not have a lot of reflection or philosophical time.

In this study, the participants more often than not stated that they felt inadequate to discuss issues relating to internationalization, or the liberal learning outcomes. Even the more experienced advisors felt that it was "jargon" and that they needed more training on how to incorporate it into their day-to-day activities with students. The more inexperienced advisors were sometimes, but not always, aware that it was an important piece of their work, but they had received little to no training on what it meant and how to use it, especially if their faculty colleagues and advising colleagues did not discuss it or use it in their work. As there existed no training on these issues, they did not see it as part of their work with students. As a result, the professional academic advisors compartmentalized it as something outside of their normal activities.

Resources

Resources for the professional academic advisors took many forms. Essentially, in this study, resources referred to those components of the university associated with international activities. These activities included, but are not limited to research, international students, study abroad, study away, service-learning, alternative spring break, student organizations and the curriculum. However, resources also expanded to include more process-related resources such as advising load and appointment time, as well as the demands of their time from committee work to professional association involvement. The access and understanding of campus resources and their limited amount of time and professional development on these topics was often cited as the reasons why they did not talk about cultural understanding or effective citizenship with students. More often than most, time, advisor load and a disconnect with faculty colleagues were cited as

impacting a more holistic discussion of the internationalization curriculum. One advisor

discussed their solitude as an advisor:

> It is a very difficult thing because sometimes I do feel a little bit lonely in my department, because I do have 1,300 students to my major and I am the only one who is responsible for them. So, when things happen and I'm not able to be here I feel really bad because I feel it really putting my students out. (Heather)

Even in discussing cross-cultural skills and experiences on a broader level with students was

impacted by time and advisor load:

> Right now we have about 900 students per advisor so for me to open up into those questions and those topics when quite frankly I need to make sure they are in the right classes and focusing on those standards is more important. (Carter)

Inge also stated: "And the students who want to have a relationship with you take up spots and

there are those who can't even get into see you." In some advisors this led to frustration on some

level as they would have liked to bring students to broader discussions, but their ability to do so

was impeded by resources, as noted by Jack:

> It's hard. It doesn't come up very often and I think in my case I certainly would like to, but currently it's just me. So, we have one advisor and near 700 students and probably only 20 minutes. I'm really limited to just, you know, why they're there, so mostly requirements, so it doesn't come up a whole lot unfortunately.

Diana also noted the difficulty in having deeper discussions with students given time and

caseload:

> The reality is I was only half-time, so I had a high demand for appointments because I had 400 students. So, to be honest, I did not have the chance for these real full embodied with students very often. Occasionally, I would be able to have that type of conversation with a student that had returned and I know what it feels like to come back and people are sick of hearing about your time…. I was always a very open receiver of that type of thing… I had to really do what my chair at the time called triage because of the high number of students we had in that department.

While faculty could serve as a resource for many of the professional academic advisors in terms

of them beginning to understand the international work in the individual majors, unfortunately

for some, this did not happen. There was a clear distinction between what the faculty did and

what an advisor did. As a result, discussions that could contribute to furthering internationalization on campus do not occur.

Some of the professional academic advisors are not only dealing with large caseloads, but also have other responsibilities within their units. Many were extremely appreciative of experiences like working with admissions, committee work, advising student organizations, and so on. Many cited that these experiences helped to bring them out to the greater university community and allowed them the ability to discuss the greater purpose of the education at MSU, while allowing them the opportunity of better understanding in explaining the benefits of various aspects of the university to the students. They felt that these experiences allowed them to be role models for the students. Lucy commented:

> I think an openness to learning about other things… as an advisor and as a professional or mentor or however students look at us, I think it's important that we are role models in the sense that we wouldn't ask them to do something that we ourselves are not willing to do. So, I shouldn't be telling a student to go out and be open and learn about that if I'm not willing to do that myself… We should be the ones seeking out that knowledge to share with students.

These outside experiences, while contributing to the time and student load issues, also helped them make the advising experience a more meaningful experience for students.

Personal Experiences

For the professional academic advisors, personal experience with cross-cultural opportunities played a factor in their own development as well as how they spoke about these experiences and opportunities with students. In the course of the interview, the professional academic advisors were asked to discuss their own internationalization events at the undergraduate or graduate student level. These internationalization events were extremely broad, but often touched on the reasons why the institution expects the international, intercultural and global to be incorporated into the various aspects of the curriculum. While these participants

clearly understood the impact that the various resources and experiences had on their own

development, when asked how they talked to students about cross-cultural skill development or

effective citizenship and cultural understanding, none of the academic advisors cited their own

experiences with the students.

Some of the professional academic advisors discussed the role of foreign language in

their worldview. For instance, Victoria noted "For me, the most I was exposed to things was in

my Japanese class. Other than that, not too much." Other advisors discussed the familial

connections that brought them out into the world:

> I think this is a good question for me. So my mom is from Canada so I have both
> citizenships. My wife is from Mexico so that's a big dynamic. It's a big part of who I
> am… (Jack)

Some advisors discussed the pivotal role that service work had played in their cross-cultural

development:

> I am very much so from the background of middle class white private educational
> system. Catholic grade school, Catholic high school, Catholic college so not until college
> in my last year where we went on an international trip to Ghana, Africa where we were
> put into, we had a requirement for service, so we went to lower income schools that were
> poor with diversity not that I wasn't understanding, I took courses, personally, my life
> decisions and experiences did not put me in situations that were diverse so that was great
> to be able to be more involved. (Carter)

Finally, some really experienced their internationalization through their professional roles. For

instance, one participant noted that she was a nontraditional student with a family so could not

study abroad. Kimberly noted about her professional experience at Michigan State University:

"When I started working on campus and it just sounds really strange, but I felt like I was at home

finally… So, I challenged myself to do different things." Here too, she had to take on the

responsibility of challenging herself to do it, the cross-cultural experiences and training were not

offered. She had to seek them out. Yet, others, while having some exposure to issues of diversity

felt inadequate in talking about the international aspects of their life:

This is going to be sad. I don't have a whole lot. I've never really been out of the country unless you count Canada… I come from an undergraduate experience that was really focused on diversity and cultural sensitivity… I did a lot of diversity training…. I don't have an understanding of this international focus, but I have a great appreciation for it. (Lucy)

As noted above, for the professional academic advisors, personal experiences ranged from family members of different cultural backgrounds, to their own undergraduate study abroad opportunities, to volunteering in other countries, and experiencing the diversity that the university presented on a personal level rather than a professional level. On an anecdotal level, the professional academic advisors understood the importance of cross-cultural experiences in their own lives, but set the impact of these experiences aside (or had no experiences of the sort) and often did not discuss them with the students.

Summary of Structural Description

Throughout the interviews, compartmentalization clearly emerged as the overarching theme to how the professional academic advisors were experiencing internationalization on the campus. As seen from the examples above, they clearly understood the different components of knowledge, resources and personal experience, or of their existence, on some level, but failed to pull the pieces together and describe it as a comprehensive initiative on the campus.

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Textural Description

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According to Creswell (1998), the structural description is the first description written by the researcher and in this study was an examination of the core themes of the study. Upon completion of the structural description, I then focused on the "textural description." In order to effectively address the research questions, it is necessary to recreate the conceptual model of the study. As part of the interpretation stage of data analysis in a phenomenological study, the researcher creates a textural description of the phenomenon experienced. The conceptual model

of Stark and Lattuca's (1997) academic plan model (see Figure 2, p. 17) serves as the means for the textural description of this study.

Professional academic advisors typically develop academic plans with students based on the goals of the student, the various components of the curriculum, and the developmental stage of the student. In essence, these plans help define the process, resources, outcomes, and assessment processes for students.

The academic plan model includes the following components: purpose, content, sequence, learners, instructional processes, instructional resources, evaluation, and adjustment. By examining the curriculum, in this case internationalization, in terms of an academic plan, one can look at each component's ability to support its development and outcomes. For Stark and Lattuca (1997) the external and internal influences affect the development of the purpose for the plan (the general goals that guide the knowledge, skills and attitudes to be learned). This purpose then interacts with the content (the subject matter or content within which the learning experiences are embedded). Then, the administrators, faculty, and staff involved in academic plan development must examine the arrangement of the subject matter or sequence, who the learners are, the instructional processes by which learning may be achieved, and the resources available to use in the learning process. They must use evaluation strategies to determine if there is a change in knowledge as a result of the learning process and, finally, they need to look to make adjustments where changes to the plan can be made to improve the curriculum. As the interviews progressed, the overarching theme of compartmentalization and the components of knowledge, resources and personal experience emerged in each of the pieces of the academic plan model.

In this study, it is important to note that the compartmentalization that occurred in relation to the components of knowledge, resources, and personal experiences, also carried through into the adaptation of the Stark and Lattuca model of the academic plan. The professional academic advisors in this study certainly related to the various pieces of the model, and on some level, knew that their role fit somewhere within it, but they often did not see them as interconnected. They certainly recognized the importance of a holistic approach to their work when they discussed their philosophies, but as evidenced in the themes, they did not connect the pieces together. In this section, I explain how compartmentalization occurred in the academic plan model: curriculum, purpose, content, sequence, learners, instructional processes, instructional resources, evaluation, and adjustment.

Curriculum

Stark and Lattuca (1997) define curriculum as "a deliberate planning process that focuses attention on important educational considerations, which will vary by field of study, instructors, students, institutional goals, and so on" (p. 4). For this study, the central focus was the deliberate planning process for campus internationalization at an institution that has a history of an international mission and focus. Additionally, for this study, I used Knight's definition (2008) of internationalization to define the parameters of the curriculum examined. Internationalization is "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels" (p. 21).

When asked to define what *internationalization* was when they heard the term on campus, the professional academic advisors related a wide array of experiences or skills. These wide ranging definitions indicate that there is a lack of cohesion among the elements of internationalization as outlined by the university. It also indicates that the professional academic

advisors do not see the connections between these activities and the mission of the institution.

Some of the advisors defined internationalization as just connections between and among

individuals in the world. They framed it in terms of relationships:

> That it's not just my country or your country, my rules or your rules, you do your thing I do my thing. It can't be you know the only business in our model but the Internet has made it impossible. People have friends from everywhere. They go everywhere all the time. (Heather)

Others defined it as the goal of getting students to think beyond themselves. For instance, Susie

defined it as: "Really engaging enough in another culture that you learn about it that you can talk

about it that you're sort of expanding upon what is going on here in the United States." Evie also

noted that it was:

> an initiative to encourage students to reach beyond their personal borders, to reach beyond the borders of our country. To experience other cultures and to be able to learn in other environments and to have other environments be part of the student's experience.

Others noted it as something that carried on beyond the institution itself and touched on aspects

of globalization:

> It's a realization and an understanding that the world we live in is very interconnected and very international. Your experiences in college and beyond that are going to be international experiences. You're gonna have study abroad experiences in college. You're gonna have friends in classes or on your floor that are different. Things like that that aren't just from across the country but around the world. And then internationalization beyond that is you may be working for a company that has clients and customers all over the world. So, internationalization is um that understanding that the world we live in is not a bubble at all. (Heather)

Still others saw it as a way of thinking about the world:

> The world isn't a small place anymore or is it a small place? You say globalization, internationalization, it's kind of moving away from that ego-centric kind of thinking that our way is the right way which I think America thinks a lot of. Moving away from that and taking everything into context. (Kimberly)

While the professional academic advisors had some notion that it related to the international and

that it had something to do with students, many were unable to pervasively integrate it into their

"purpose, functions or delivery" congruent to Knight's definition. This compartmentalization, lack of cohesion and understanding was further noted in their reflection on the institution's liberal learning goals in relation to their work. Heather stated the following:

> I find that the liberal learning outcomes are common sense so I don't necessarily keep them up… I think the other advisors in the center are the same. It just kind of flows into what we do and what's required of our students specifically. I think the faculty sometimes get lost in their own subjects.

Compartmentalization can be seen in the example of Victoria who did not use them until she started to develop a course and was specifically asked to reflect upon them in its development by her unit:

> I was not aware of the liberal learning outcomes until I started doing my coursework, so I would say it's not something that comes up in conversations. I'm sure that some do, but it's just not talked about regularly.

The use of the liberal learning outcomes in the context of course/curriculum development was also noted by Kimberly: "Um, well, for the curriculum development piece for what I do in my job, we are trying to match courses to the liberal learning goals. We are trying to make sure that the message from Michigan State about these being important is our message also." However, she also noted that using the liberal learning outcomes seemed to be a divisive issue in her unit and that there was limited engagement with them in curriculum development:

> We hear everybody saying that it's really important but how does that translate to into working with students is what we're working on right now. Um, and it's kind of a political minefield kind of thing in the department. I won't say minefield, maybe just a few explosions, but, so we are trying to match with the liberal learning goals because we really think it's important… I would say that the undergraduate curriculum committee may be the only ones aware of these liberal learning outcomes.

Some advisors even stated that they do not incorporate it into their work at all. When Steve was asked the question about how he uses the liberal learning outcomes in his work, he stated: "Liberal learning outcomes? I can't say that I do." Gina, in terms of her use of the liberal learning outcomes, stated "I don't wanna say that I don't, but I can't say that I do. You know, it's

one of those things that comes up once a year. Yup, they're there. We've seen 'em." Diana also

noted the difficulty in incorporating them into her work:

> I guess I've more seen it used when there is a discussion and debate in my department
> when there are discussions about curriculum. So, I've been a bit detached from it which
> has been a good and bad thing as far as being the only one who does what you do. You
> kind of detach a little bit and not be so swept up in the sometimes negative discourse… I
> couldn't tell you off the top of my head what they are. I've seen them. I've read them.
> But, I was in triage with my former advising role so did not have a lot of reflection of
> philosophical time.

However, in these cases, the advisors did not have any direct responsibility for course or

curriculum development. In discussing the pieces of the curriculum through the interview

questions, compartmentalization was also evident in how the professional academic advisors

described the relationship of their unit to the faculty, as well as their understanding of faculty

research endeavors.

> It's huge on the graduate level. And our department does a whole lot in terms of
> international development. But again, because our department is so huge, I don't involve
> myself with that because I can't. I've got to be able to do my job. I have to focus on what
> my mission is here which is just to see the students so I will hear from time to time what
> they're doing in Africa and India, but I don't involve myself. In terms of our students, we
> strongly encourage study abroad and there are a few of them through our college that will
> kind of guide students towards it. We require a course that focuses on international
> agriculture… We have a few, well we are getting more and more international students…
> a lot of students from China. The problem is with placements, internships and finding
> jobs. That's more challenging. It's not something at the undergrad that we're involved in.
> (Evie)

Kimberly noted that sustainability in the department, or lack thereof, has contributed to the

pervasiveness of international endeavors in her unit:

> Very small. We had a wave of retirements within the last four years and that was a lot of
> our people that had international involvement. We actually had a commencement
> ceremony in Okinawa. We've had study abroad trips to India, to China, Australia, a
> couple to Australia and things like that and all those people retired. I tried to keep the
> programs alive and I finally said no I can't. It was getting too complicated and we've
> developed some new programs, but we've had new faculty with those retirements and so
> the chairperson has been protecting them for tenure and so she's like you need to
> concentrate on tenure. You need to publish. Don't get yourself involved in all of these
> other outreach pieces.

While some of the professional academic advisors did express a disconnect between their role and that of the faculty, a couple did note a more positive connection with their faculty colleagues.

> The more face time you have with a student the more you get to know them on a personal level… I also take the time to sit in on the classes for the majors that I advise, so students see me there as well. I take an interest because I go to faculty meetings as well and I take an interest in what the faculty are researching and what they're teaching in the class. I think that better prepares, helps me, to have knowledge of the class and the content and with that I think that further helps students trust me and know that I'm not just an advisor but someone who, you know, really cares about what they're learning in the program and can give them good advice on more than just class scheduling and stuff like that. (Bob)

Another noted that it does take time to be able to build a relationship with faculty colleagues in order to have an impact on the curriculum:

> When I first started working there, I don't think that faculty members really understood our roles as advisors and the role of our office, but I think this last year having to go through a curriculum revision and understanding the paperwork process and then working with the faculty on that who didn't have a clue I think they started to appreciate my role as an advisor to the students and really received and appreciated the input I was able to bring to them. (Carter)

It became evident through the responses to these questions that a disconnect was occurring for some of the professional academic advisors in terms of their understanding of the international components of the curriculum and what was being taught in the classroom. Additionally, compartmentalization institutionally emerged in terms of the roles of academic advisors versus those of the faculty members. In some situations, the academic advisors were not seen as part of the instructional component of the unit. In others, they were. The level of involvement with curriculum discussions seemed to be dependent on one of two things: (1) The professional academic advisor had been working in the academic unit for a number of years so had educated faculty colleagues about his or her role and was able to articulate their contributions to the curriculum; or (2) The professional academic advisor had an undergraduate or graduate

background in the discipline for which they were advising which allowed them better insight into the disciplinary culture. This is evidenced by Diana's comments:

> I always felt that in my former department I was at a deficit. I did not know what it meant to be in a studio with a paintbrush in my hand. I don't know what that experience is. So, I felt like that did limit me. I know that my chair was very appreciative of me and didn't want me to leave, but I felt like that would have made me a better advisor. To really emotionally relate to what it meant to be an art student.

For the professional academic advisors in this study, many felt a weak connection to the overarching mission and goals of the university in relation to internationalization. While they all seemed to understand the goals of the process itself, as well as the resources available to them, many had difficulty articulating exactly what it meant for their role. The professional academic advisors who could serve as the centerpiece of bringing the components together did not see themselves as doing this.

Purposes

Purposes for Stark and Lattuca (1997) include the knowledge, skills and attitudes that reflect the planner's views about the goals of education. For internationalization, the purposes center on gaining an understanding of and appreciation for diverse and shared human values and beliefs; an exploration of the ramifications of living in a globally interconnected world; an understanding of cause-effect relationships of pressing global issues; an understanding of the acceleration of interdependence over time; an appreciation of different cultures; skills for communicating across cultures and working in diverse settings; an awareness of human choices; and strategies for competent participation in today's global society (Merryfield, 1997). Many of the professional academic advisors had a clear concept of what the purpose of the internationalization was, even though they did not define it as such. For example, Heather commented:

> Sometimes I almost feel like we cheat around here talking with students. We talk a lot about you're going to be a physician or a dentist or a pharmacist and you don't have the luxury of just saying okay I'm never going to meet anybody that is not culturally diverse. You just don't. We get to instead say you should do this for the benefit of yourself and the community.

Others related that their discussions on the purposes of internationalization occurred within the context their career goals at the end of the line:

> I don't think it's something that I intentionally focus on… I think it's more in terms of when they are going out on internships and when they are interacting with individuals from different cultures. It's more about the citizenship and how they present themselves as MSU interns. We talk about companies looking at communication skills and leadership and work ethics. I think this is when we address it. (Evie)

Gina noted the importance of her role as being the person who questioned why the students were doing what they were doing at Michigan State University:

> In many cases, it's the first person who has ever made them question why. You know they have this particular career goal. Many of them want to help people. Many of them want to, they like science. They may not be good at it, but they like it. Helping them to realize is this your dream or somebody else's dream… There's that pressure that you have to do it because you said it when you were eight years old and maybe they don't want to do it anymore… So, I think the benefit to the student is having a safe place where they can talk that through.

It was clear that the professional academic advisors did have a notion of what internationalization was, but that they did not define it as such. They did have a clear picture of how they contributed to the purpose of education in general, or at least what they thought their individual role was philosophically in the institution.

Content

Content incorporates the specific subject matter to convey the knowledge, skills and attitudes that the planners hope the learners achieve. In internationalization, content potentially takes a variety of forms. For the professional academic advisors, content was often discussed as the classes themselves, but not necessarily what was taught within the coursework. Only one

advisor (Carter) mentioned the integrative studies coursework and its contribution to effective

citizenship and cultural understanding:

> I bring up effective citizenship and cultural understanding more often when talking about integrative studies. When I first started I didn't talk about it at all because I was so worried about making a mistake. As I began to think about my philosophy as an advisor... As I began to not have to worry about the little details, I can now focus on why integrative studies courses are important and why is study abroad important. Why is it important to get involved in events around campus from the multicultural perspective. In those cases, it does come up, but not enough. Not as much as I would like. I seem to get caught up in going from student to student to student. (Carter)

A few of the advisors discussed courses in a more superficial sense indicating that there needed

to be more courses that specifically focused on these areas as topics, as in the case of Inge:

> Um, I think classes for students, like maybe a mandatory freshmen seminar, which you would need more people, and then have one of the topics talk about cultural competencies and citizenship… because they really don't get an opportunity at MSU to discuss those things which might make them more comfortable to talk about those things and creating an environment where they can talk about differences.

The advisors in this study saw courses as the content piece of internationalization, but did not

have the language to clearly articulate the learning outcomes of particular courses or were not

aware of the design of the courses created to develop these skills. As a result, the goals of these

courses could be lost as advisors navigate students through their requirements.

Sequence

Sequence centers on the arrangement of subject matter and experiences intended to lead

to specific learning outcomes. For the professional academic advisors, sequence took the form of

deciding when to talk with students about certain opportunities, courses, and components at the

right time in their academic or social development.

> So, that's kind of my philosophy teaching them along the way and teaching them at the right times too. You know, teaching a freshman on how to apply for graduation isn't useful. Um, but teaching them along the way all those steps so again when they walk out the door, if they were to do it again, they wouldn't need me. (Steve)

In this study, the professional academic advisors seldom talked about the sequence of activities in relation to the outcomes for internationalization. They discussed the appropriate tasks for students at the appropriate stage, but did not do so in a way that related back to a more purposeful way of guiding the student through their education.

Learners

In Stark and Lattuca's academic plan model, the plan should address the needs of a specific group of learners. In the course of the interviews, a number of professional academic advisors noted how they tailor the advising experience to meet the needs of specific students' learning. Most of the participants clearly stated that they intentionally change what they discuss according to the needs of the student and where that student is in their development.

> It depends on the student. I would say that I really encourage exposure to things that they may not normally see or be around or get out of their comfort zone… a lot of my students especially minority students talk about race. That is where the conversation typically begins with us and maybe they think that people who are a different culture or race are discriminating against them in some way and my conversation with them is that it may not be discrimination. It may be a lack of understanding. (Victoria)

However, it became clear in discussions that addressing the needs of a specific group of learners seemed to be guided by student needs rather than centered on the goals of the institution as in the example of Steve:

> Some students I'll see once a week. Some students I'll see them at orientation and then I'll see them once a year after that and that's it. The relationship I build with them is really dependent on what they need… Some students walk in and I'm like 'Oh, I'm your advisor?' because they don't ever come in and they just don't need me. They don't need that resource on campus. Um, other students, they graduate and they are gone and we still talk on Facebook and we still e-mail and I would consider a lot of them friends almost now that they are gone and off and they're all growed up.

> Again, due to a time constraint or the fact that academic advising is not a required

component of the curriculum, it seemed that discussions centering on the larger picture of education or opportunities related to internationalization were being guided by student needs

rather than centered on the goals of the curriculum, or student satisfaction driven rather than learning outcome driven.

Instructional Processes

Instructional processes are the activities by which learning may be achieved. In the case of this study, these processes were that of academic advising itself. As professional academic advisors, the subjects reflected on their philosophies and the ways in which they interacted with their specific populations. Often, the professional academic advisors discussed their role as a space where a student can talk about their broader interests and goals, as well as issues they were facing. Many also noted that they worked "holistically" with the students. However, despite these descriptions and philosophy, their desire to discuss and work with the whole student and their recognition of the importance of their space in the institution, there was little connection to their role as "teachers of the curriculum," even though some used the word "teaching" in the descriptions of their philosophies. If they are not teaching internationalization, as the curriculum, what are they teaching? If they are not focusing on the overall purpose of the institution, what are they focusing on? Many of the advisors let the student guide the conversation rather than, as the instructor for the curriculum, they themselves leading the conversation.

> So as much as I find myself to be an important role in the student's life I also know that I have a place and my place is not necessarily foremost or forefront of what's going to be important… I'm not going to make any assumptions about what they're coming in to talk to me about. When a student comes in it's that I am going to kind of just let them lead me where we're going. Now I may have in the back of my mind this is a freshman and they want to go to med school. They don't know yet to ask about volunteering and shadowing, so I may have some handouts. (Heather)

Some seemed to attempt deeper conversations about learning, but it too was compartmentalized into either being about classes or being about study abroad, not about the college experience as a whole. Marvin stated "I tend to ask about each class, not only what is it about but what they are learning how can we use it."

An example of how "teaching" was viewed in their philosophies is best shown through

Steve:

> I'm trying to teach them along the way. You know if you're having a problem with
> financial aid, here's who you want to go talk to. If you want to get some research
> experience, here's where you find it. If you're looking for an internship or coop, here's
> the people you want to go talk to and I'm hoping by the end they know all those things.
> So, if they had to start it all over again, they honestly wouldn't need me because I've
> taught them all that. They've had the experience. They've talked to the right people.

In this situation, the advisor clearly saw what they did as teaching, but it was not connecting to

learning outcomes. However, one advisor, Gina, did talk about using an instructional technique

to assist her students in expanding upon their out of class activities:

> I tell each and every one of my students that they need to keep a reflection journal. You
> know when you're in that environment you need to write down what you did and what
> you saw, what excited you, what surprised you, pay attention to how health care workers
> interact with the population, If it's not in a health care setting, pay attention to how that
> particular team interacts. Pay attention to how the kids respond to you if you are in a boys
> and girls club , but I just try to get them thinking about all these other things that they can
> think about and do, other than they logged four hours…. If you write it down it forces
> you to think about it… it forces you to go in next time with your eyes open.

Her comments highlighted the fact that it was possible for advising to truly be a teaching and

learning process. Gina additionally commented on how she views her role as an educator:

> I may go to one of my colleagues and say okay, this is the student I saw and I am at a loss
> you know because where is my role when I present these things and why they should be
> going out into the community and getting the cultural experience and they aren't gonna
> do it. And there's that part of me that says you know part of what I'm here for is to
> educate them and to say okay I've told them and there not gonna do it so how do I help
> them come at it from a different angle? Are there some different approaches that I can be
> taking?

However, she was only one of a few academic advisors who truly gave examples of their role as

teaching and learning.

Instructional Resources

Instructional resources include the materials and settings to be used in the learning

process. As outlined in the strategic plan for internationalization, resources included study

abroad, study away, student organizations, alternative spring break, particular courses, and so on.

The professional academic advisors in this study often discussed the resources that could be used

to build cross-cultural skills, including the following pieces:

> Certainly going to some of the cultural events… I would promote any speeches and
> lectures or anything that is going on. (Heather)

Some advisors stated that they encourage the students to be engaged on campus, but do not place

these activities in the broader context as indicated by Victoria:

> I may say you know I encourage you to be part of a student organization which I know
> they'll meet different people there or attend activities that are going on… I don't think I
> focus on if it's going to be cross-cultural or if there are going to be other cultures there
> unless I feel like it in some way relates with what their goals are for their major.

Others commented that they wanted to get as many resources into "the students' hands," but did

not detail how they instructed the students to use those resources:

> I want to get as many resources into the students' hands as I can. I don't know it all, but
> one thing I pride myself in is that if I can't answer something for a student being able to
> send them to someone who can answer their question. (Bob)

As seen when discussing compartmentalization earlier in this chapter, the professional

academic advisors knew what the resources were and where to find them. Where it fell short in

terms of the Stark and Lattuca model was in how these resources were connected to the learning

process and in how these components were explained to students. The advisors knew that these

were "good" things for students to do and encouraged students to do them, but again did not

connect them back to the curriculum of the institution.

Assessment and Evaluation

Assessment and evaluation includes the strategies used to determine whether decisions

about the elements of the academic plan are optimal. In many cases, as an ongoing relationship,

the professional academic advisors discussed the informal means by which they assessed student

progress related to educational goals.

We always have to see where are students are, having benchmarks, having some type of way to find out if they are being successful. But I feel on a daily basis pressured to focus on the here and the now. And then I'll focus on getting them involved. (Carter)

In the study, Carter was the only advisor that referred back to having benchmarks for the students. He further noted:

It's understanding their goals and what they want to achieve at Michigan State and then it's my part to understand where they are academically as well as personally, understanding their needs, then we set some goals, of course, this is over a few meetings, but it's setting goals and then accomplishing that by giving them the resources on campus and supporting them along the way. And then, of course, evaluating along the way if they accomplish that or not and if they haven't problem-solving with them. (Carter)

Unfortunately, assessment and evaluation seemed to occur again on a superficial level due to time constraints. The professional academic advisors had to focus on immediate student needs rather than how what they were doing reflected the overall curriculum and goals of the institution.

Adjustment

Adjustment centers on enhancements to the plan based on the experience itself and evaluation. The parameters of this study did not examine how adjustment occurred in relation to internationalization as the professional academic advisors did not appear to recognize it as the overarching curriculum/goal for the students' educational experience. Some of the academic advisors indicated their willingness to have these more meaningful conversations with students, but again, felt constrained by their caseloads:

So, I think over time, in the next couple years, I could see that getting integrated into my discussions but again, when I have almost 1000 students how do we use that effectively in a concise conversation cause that's something you need to talk about on a consistent basis otherwise they'll forget about it. (Carter)

Kimberly discussed adjustment in referencing how courses may actually change within her major based on the changes in society. However, these were not courses into which she had direct input:

They love getting exposure to that and one of the things students have said is that they want more. So, we are actually looking into adding some more, like a global families class, or something like that. The other thing that they say is because they are working with a lot of Muslim populations, they want to understand more about religion and so we're going to be adding some of those in. (Kimberly)

The professional academic advisors seemed to inherently know that changes needed to be made to reflect the goals of the curriculum, but seemed to be in a space where they had little ability to effect those changes.

Summary of Textural Description

In relation to the conceptual model of Stark and Lattuca and in looking at internationalization as the curriculum actually being taught at Michigan State University, the professional academic advisors understood the importance of getting their students connected to cross-cultural experiences, but did not think that this was Michigan State University's overarching mission or even understood where their role was in "teaching" it. Academic advising at Michigan State University, as an instructional process, does not seem to be incorporating all pieces of the academic plan as deeply as it could be and that due to time and resource constraints it is not as meaningful experience for some of the advisors as it is for others. As their responses were examined through the lens of the academic plan model, the professional academic advisors indicated that they "taught," but it was noted that it was on a superficial level. They seemed to be compartmentalized themselves in terms of the institution as those responsible for telling students only prerequisites and what courses to take without their being greater incorporation into the academic departments for which they advised, so that they were truly part of the learning process.

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Essence of the Experience

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The essence of this study is that professional academic advisors failed to achieve the curriculum of internationalization due to compartmentalization and the components of

knowledge, resources and personal experiences. In examining the interview transcripts, I was able to clearly make the connections between these themes and patterns, as well as the elements of the academic plan model. Through the course of these interviews, it was evident that the professional academic advisors felt some level of disconnect between their role in the institution and the overarching goals of the campus internationalization. While many considered their role to be that of a teaching and learning process, time and a lack of support often led to them not talking about the learning outcomes for internationalization with their students. Additionally, while many identified themselves as "teachers," many did not have connections with their faculty colleagues to be full participants in the educational process.

CHAPTER 5

DISCUSSION, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION

The purpose of this dissertation was to gauge the understanding of the campus internationalization process by professional academic advisors at a large research institution with an institutional strategic plan for internationalization. As strategic plans for campus internationalization and global learning have emerged on college campuses, there has also been a growing call for evidence that the learning outcomes of these plans are being achieved. This study sought to examine how these learning outcomes are being mediated by a segment of university professionals. As academic advising creates a space for students to discuss their personal and professional goals in tune with majors and general education requirements, so too could it create a space for students to connect to the internationalized curriculum, especially as the National Academic Advising Association has clearly set forth statements that outline academic advising's role in the teaching and learning process.

In this study I used Stark and Lattuca's academic plan model as a conceptual framework and phenomenological methods to explore how the professional academic advisors experienced campus internationalization. Phenomenology focuses on the person or people that have most directly experienced the phenomenon in question (Patton, 2002). To examine the role of professional academic advisors in the campus internationalization process, interviews were conducted across disciplines within a large research university. The overarching research question for this study was:

How do professional academic advisors see their role in internationalization on a campus with a stated international agenda?

Under the overarching question, the following questions were also explored:

- How do professional academic advisors define internationalization?

- How well do professional academic advisors understand the goals and strategies for campus internationalization?

- How prepared do professional academic advisors feel they are to address these issues?

This chapter provides an overview of the themes found in each of these research questions, as well as implications for future study.

Discussion and Implications

Compartmentalization emerged as the dominant theme throughout the interviews. Under this overarching concept, the sub-themes of knowledge, resources, and personal experiences arose. The themes were cross-referenced with the research questions to demonstrate the alignment between academic advising and the purpose of this study. Under each research question, I present compartmentalization along with the sub-themes of knowledge, resources and personal experiences, with a discussion and an analysis of the ways that the themes align, or do not align with the existing literature. This discussion begins with the overarching research question and then goes on to explore the three sub-questions.

Central Research Question

How do professional academic advisors see their role in internationalization on a campus with a stated international agenda?

After examining the sub-questions, it became clear that the professional academic advisors saw themselves as resources to access the different components and strategies of campus internationalization, but did not see themselves as instructors of the internationalized curriculum. Their lack of identifying as instructors of the curriculum resulted from the central

theme of compartmentalization and the sub-themes of knowledge, resources and personal experiences that emerged in the course of the study. There appeared compartmentalization in knowledge, in resources and in personal experiences. Again, compartmentalization is defined as the act of splitting an idea or concept up into parts.

Knowledge. "Knowledge" consists of the degree of awareness and understanding of the different components of campus internationalization. In relation to the knowledge that professional academic advisors needed to address internationalization as a curriculum, some areas were discussed more than others. The academic advisors acknowledged the liberal learning outcomes, but the outcomes were not central or utilized in the development of their advising programs. If the academic advisors were developing a course, they appeared to understand the importance of having those goals set the tone for the course as in the cases of Victoria and Kimberly from Chapter 4 who only referenced the liberal learning outcomes when they were developing courses, not in terms of their work in advising.

They did not see these goals as a means to set the tone for their individual advising sessions with the students. The same could be said for internationalization. The professional academic advisors knew that "international" was a goal for the university, but did not see it as a driving force behind their advising. When examining the relationship of the academic advisors to the goals of the institution through Stark and Lattuca's academic plan model, if internationalization is the curriculum to be taught, then academic advising could have a fundamental role as an instructional process in teaching it. However, if academic advising is seen as a resource, as indicated by the responses of some of the professional academic advisors, then their role is secondary to the goals of the institution and they do not have the same impact on the learners according to the model. Additionally, the learning goals and mission of the institution

became secondary to the immediate needs of the student as in the cases of Jack and Diana who felt that time did not allow them the ability to have deeper conversations with students about the purposes of their education. Their foci centered on the immediate needs of the students rather than directing the educational experience. Campbell (2008) stated that "the vision, mission, goals, and program objectives frame action and guide the design of intentionally sequenced educational opportunities to support desired student learning and advising delivery outcomes" (p. 230). In the instances of these advisors, there seemed to be limitations as to how the vision, mission, goals and program objectives framed and guided the work of advising.

Resources. Resources for the professional academic advisors took many forms. Essentially, in this study, content-related resources referred to those components of the university associated with international activities. These activities included, but are not limited to research, international students, study abroad, study away, service-learning, alternative spring break, student organizations and the curriculum. However, resources also expanded to include more process-related resources such as advising load and appointment time, as well as the demands of their time from committee work to professional association involvement.

In relation to process-related resources regarding advising load and appointment time, Habley (2004) noted that the average advisor to student ratio was 285 students to one advisor at 4-year public institutions in the 2006 National Survey on Academic Advising conducted by ACT, Inc. Habley also further notes that advising experts are not on the record regarding advisor load. However, he does state that these experts state that the load should be approximately 300 students to one advisor. Among the academic advisors in this study, their advising loads were, in many cases, two to three times higher than the recommended numbers. Of these, a few had well over one thousand students on their caseload. With this high ratio, it would be difficult to have

deeper reflective conversations as to the meaning and purpose of the institution or of education in general.

The same can be said of student contact. Academic advising is not a required component of a student's university experience. Students decide whether or not they want or need to see their academic advisor, unless, of course, they are on academic probation of some form. Students at Michigan State University are not required to see an advisor. They do so when they chose unlike the requirement to enroll in classes. Whether or not students actually attend class could be in question. However, in order to earn a grade and move through the institution, students need to attend courses and do what is asked of their faculty in those courses. There is no such requirement for academic advising. As a result, it could be understood that the university views academic advising as a resource rather than an instructional process as indicated by Michigan State University's human resources office (Michigan State University, 2010b, Appendix A). This results in a vast array of experiences for students with professional academic advisors. The professional academic advisors in this study discuss this when answering the question about the typical advising relationship. Steve, among others, noted the seemingly random contact with students:

> It really depends on the student. Some students I'll see once a week. Some students I'll see them at orientation and then I'll see them once a year after that and that's it. The relationship I build with them is really dependent upon what they need. Some students do need somebody to come in and tell them everything's going to be all right once a week. Some students need basically am I gonna graduate with these classes and I can tell them yeah and that's it. So, my relationship is really dependent on what those student needs are and what my role is with them.

Again, as with advisor load, advisor contact impacts the nature of academic advising as a teaching and learning process. The 2006 National Survey on Academic Advising conducted by ACT, Inc. reported that the average number of contacts per student per term was 2.4 (Habley, 2004). However, this number is not reflective of the experience of the professional academic

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advisors in this study. With this overload of students, the professional academic advisors in this study were unable to discuss the larger goals of the university, including internationalization. If internationalization is truly a centerpiece of the educational experience of a Michigan State University student, then these discussions should pervade all areas, including academic advising, especially as the 2005 Hembroff and Clark survey found that 42% of respondents cited their academic advisors as a primary source of information about the university. However, with large caseloads, short appointment times, and no requirement to make use of academic advising as a resource, these discussions are not occurring.

In considering the university-related resources of engagement activities like research, international students, study abroad, study away, service-learning, alternative spring break, student organizations and the curriculum, many of the professional academic advisors indicated their knowledge of these opportunities and exposing students to these as a means to expand their cultural understanding. However, in each of these resources, the professional academic advisors had only limited personal or professional experiences or training in each of these areas. There was no cohesive or consistent training into what these resources could offer in relation to the overall learning outcomes of the institution. The professional academic advisors were aware of their importance and what they could offer students anecdotally or through their graduate studies, but again, there exists no consistent regular training in these areas. As a result, new professional academic advisors may not encounter or be able to articulate these experiences to students until they have been in their role for some time and older professional academic advisors may be operating under old information related to these programs. The lack of a consistent and sustainable message about internationalization results from the decentralized nature of the academic advising program within the institution. This too contributes to the

compartmentalization of internationalization activities at the institution. For example, Jack noted the need for a more consistent training related to these goals in Chapter 4 and Bob noted that his department offered a special training and the importance of that training.

Personal Experiences (Cosmopolitanism). For the professional academic advisors, personal experience with cross-cultural opportunities played a factor in their own development as well as how they spoke about these experiences and opportunities with students. For the professional academic advisors, personal experiences ranged from family members of different cultural backgrounds, to their own undergraduate study abroad opportunities, to volunteering in other countries, and experiencing the diversity that the university presented on a personal level rather than a professional level. While they did not often connect the impact of their personal experiences on how they went about their professional work with students. It seemed that these experiences did create a perspective in their philosophy in working with students and opened them to describing the importance with students. For instance, Fran noted:

> Mostly I just, well if they're from another culture I ask them questions and I'm trying to learn. I have a unique position of being married to a foreigner. So, I have this kind of natural… it's natural for me to be interested in other cultures.

It was clear that the advisors did have a cosmopolitan identity, especially in response to the question regarding their own internationalization events, as well as in relation to their advising philosophy and in their responses to the Global Perspectives Inventory. Cosmopolitanism derives from the Greek word *kosmopolites* ("citizen of the world") and is "the idea that all human beings, regardless of their political affiliation, do (or at least can) belong to a single community, and that this community should be cultivated" (Kleinfeld & Brown, 2011, p. 1). Manser and Thomson (1995) also define it as "belonging to, or representative of, all parts of the world" and "free of national prejudices; international in experience or outlook" (p. 289). Cosmopolitanism centers on attitudes of openness, interconnectivity, interdependence,

reciprocity, and plurality more so than knowing a lot about other cultures. Jack, Fran, and Diana all noted the importance of their own cross-cultural connections in their lives. Steve also commented on his own experiences growing up:

> Growing up even in a small town, one of my close friends was from an Arabic background. One of the girls that we used to babysit for her mother was Philippina, so having different cultures in our house wasn't that different.

However, while it was clear that their personal experiences helped them talk about why certain aspects of the curriculum were important for the students to participate in, this identity did not serve as a trigger to discuss cultural understanding or effective citizenship to their students. In other words, using their experiences in the advising sessions was much more accidental than deliberate. Nor were these experiences used as means to illustrate potential learning outcomes for the students. A disconnect between the learning outcomes of the curriculum and their personal experiences often occurred.

In Knight's definition of internationalization, she focuses on integrating the international, intercultural and global dimensions at the institutional and national levels. However, the definition does not permeate into lower levels of organizational structure. Sanderson (2008) noted that this definition "does not take into account how other levels in what is effectively a local-global continuum can affect internationalization processes overall" (p. 279). Sanderson further argues that there are four levels absent in Knight's definition. Two of these are supranational: the regional and global levels. The other two are within the institution: that of the department and then that of the individual teachers. Again, if academic advisors are co-instructors of the curriculum, then here too, there should be internationalization. Sanderson (2008) states:

> If this depth dimension is all about reciprocally acting forces that reflect, reinforce, express, and create internationalization outcomes in a dynamic fashion, then the four

additional levels also need to be included in the depth dimension to truly express these internationalization outcomes in their entirety. (p. 279)

Eisenchlas and Trevaskes (2003) also equally stress the importance of internationalization being brought to this level:

Whilst Knight's schema may provide a usefully way of scaffolding broad programs and practices in university policy documents, it has a number of limitations of applicability to specific curricula content. First, it does not provide concrete examples of how educators, focusing on interculturality, implement the internationalization of the curriculum. Second, it does not specify the learning aims. Third, it gives no suggestions to the kind of learning tools that might be involved in specific programs. Fourth, it ignores the importance of communication as crucial to the process of internationalization, particularly in relation to student interactions. (p. 89)

For the professional academic advisors in this study, their own experiences with internationalization did not lead them to bring conversations centering on cultural understanding and effective citizenship to the forefront of the advising sessions. These learning outcomes appeared secondary to the overarching purpose of the sessions. Again, when asked why they did not have these discussions, time of student contact and student load were often cited. Additionally, there was a lack of understanding as to how to implement the overarching missions and goals of the university into their work as advisors. The other question this draws light on is because they themselves were culturally aware, or defined themselves as such, was there an assumption that the students already were or would be based on their experiences at the university without deeper reflection or conversations with their academic advisor.

Cranton (2001) believed that the teacher, or in this case, the advisor, as a person defines the teaching and learning experience. Cranton noted that the authentic teacher merges the Self and the teacher. If this is indeed the case, then the academic advisors in the study, in order to better serve the students, should not only internationalize their personal experiences, but their professional ones as well. Again, Knight's definition of internationalization does not permeate all

aspects of the institution. In order for internationalization to be a comprehensive curriculum of the institution, then it needs to go into these deeper levels.

Sub-question 1

How do professional academic advisors define internationalization?

As stated at the outset of this chapter and throughout all of the interviews, there existed a lack of consistency among the professional academic advisors as to what the term *internationalization* meant when they heard the term used on campus. Knight (2008) defined internationalization as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels" (p. 21). Michigan State University defines internationalization as "connections to and from other sovereign nations and more specifically to and from Michigan State University across the world" (Michigan State University, 2006, p. 225). However, the professional academic advisors saw this term as bringing students out to the larger world rather than integrating the world into the campus curriculum. In many of their definitions, the academic advisors discussed that it was "an initiative to encourage students to reach beyond their personal borders" (Evie) or "a realization and an understanding that the world we live in is very interconnected and very international" (Steve). As a result, if the professional academic advisors did not see it as an integrated component of the curriculum, or as the curriculum itself as in the Stark and Lattuca academic plan model, then they appeared less likely to take on the role as a resource in the curriculum, much less as an instructional process for it. Rarely did the advisors interviewed see it as an active integrated strategic plan on campus.

In Childress' 2006 examination of internationalization plans of American higher education institutions with the Association of International Education Administrator (AIEA)

institutions, she outlined a typology of these internationalization plans based on institutional strategic plans, distinct documents, and unit plans (see Chapter 2 for a detailed description). To recap, these plans include four distinct sub-categories: infused, bullet, section, and under development. Of these, the most integrated is that of infused where the plans incorporated internationalization or international/global education throughout the document itself. As an institution, Michigan State University would seem at the outset to have an infused plan for internationalization given its inclusion in its 2006 HLC/NCA re-accreditation self-study of a special chapter on this topic, its definition as a "world-grant" institution, the high rankings of its study abroad programs, the large number of international students, and its focus on the liberal learning outcomes which include cultural understanding and effective citizenship.

Sub-question 2

How well do professional academic advisors understand the goals and strategies for campus internationalization?

As outlined in the special chapter on internationalization of the HLA/NCA self-study (Michigan State University, 2006), Michigan State University President Simon was quoted that one of the main goals of the institution was "to sustain and expand our leading position in international research, teaching, programs and engagement" (p. 217). In relation to this charge, the definitions of internationalization, as well as their understanding of the liberal learning goals and missions of their academic units, many of the professional academic advisors fell short. From their own interpretations of what the term *internationalization* meant, it seemed that they had an understanding of goals for campus internationalization, as well as the strategies. They just did not experience it as a comprehensive university outcomes/goal. The academic advisors noted the importance of getting students to understand cross-cultural differences and knew the different

means by which this could be achieved. In the self-study, the working group identified five areas for undergraduate education:

1. Raising students' consciousness and intellectual horizons;

2. Attuning students to difference;

3. Helping students to know and think critically about the world including their own country;

4. Shaping a cosmopolitan spirit and identity and a sense of commitment and responsibility;

5. Reshaping and broadening out students' framework for and about ways of knowing, engaging in inquiry, and discovering new meanings (pp. 243-244).

In order to achieve these items, the working group noted study abroad, courses with international content, foreign languages, international studies and specializations in specific areas of the world, integrative studies, as well as the Office of Study Abroad's Curriculum Integration Project.

The academic advisors in the study often indicated different components of those outlined above in helping students to achieve cultural understanding and effective citizenship. They had a clear understanding of what opportunities were available to develop these skills in students. However, they often indicated that discussing these opportunities was not at the forefront to their discussions with students unless something triggered the discussion; either the student wanted to talk about study abroad, discussed an issue with an international teaching assistant, or was discussing their career goals. All of the academic advisors indicated that these goals were not something that they discussed with every student or in every appointment. For example, Inge stated that she does not always discuss cultural understanding and effective

citizenship due to time: "It's not always easy to get to in a 30 minute appointment. It will usually only come up if they bring up a topic that leads into that." They also indicated that it was not something that came up in regular conversation with their faculty or advising colleagues.

Sub-question 3

How prepared do professional academic advisors feel they are to address these issues?

As for preparation to address campus internationalization, it seems that the academic advisors felt clearly prepared to discuss the resources available to students to develop their global competencies. However, in relation to discussions that delved deeper into cultural understanding and effective citizenship and their deeper purpose or meaning, some felt an inability to have these discussions. Many indicated that there existed a lack of time or training to have these meaningful conversations with students. For instance, Inge stated:

> That's kind of tricky. I feel like you need more time with students than what we have. Because students fight so hard to get an appointment with us, that when they get in here, it's usually I need to know what classes I need to graduate, I'm doing study abroad, what classes do I need, I'm worried about admissions, so you never get to have that conversation unless it's a problem, so you never get that opportunity.

These concerns were also expressed by Diana and others in Chapter 4. Inge also noted the lack of training in relation to these goals:

> Probably, more training about what are the statistics of international students at Michigan State, where do we see this going, why is it going this way, what can we do to make it better for the students and ourselves, and just have more open communication about it rather than have people speculate.

These issues of resources in relation to time and training were brought up by a number of the professional academic advisors in this study, including Bob and Victoria in Chapter 4. However, Inge most strongly voiced her frustration related to these issues:

> How do we maintain our mission and our goals and our integrity as an office, when we're being pushed without having any support? It doesn't make you feel good about what MSU is doing. And I feel bad saying that because I'm not like you know, oh I hate MSU and blah blah blah, but this particular topic I feel is… I get very heated about it.

As evidenced by these advisors' concerns regarding how there appears to be a lack of preparation and resources to support these initiatives by the university, it would indicate that the university needs to examine the student/advisor ratio, as well as how these goals are being presented to advisors so that they can have deeper, more meaningful, conversations with students.

Academic Advisors' Perceptions of Their Role on Campus

Comments on the liberal learning outcomes ranged from "for the curriculum development piece for what I do in my job, we are trying to match courses to the liberal learning goals" (Kimberly) to "Liberal learning outcomes? I can't say that I do [use them]" (Steve) or "Do I know what they are? Do I remember? Oh gosh! I don't know that I can relate to that at all right now" (Fran). However, as individuals responsible for carrying out the teaching and learning mission of the institution, the professional academic advisors had difficulty defining what internationalization meant for the campus, as well as how they used the liberal learning outcomes specifically in their role as an academic advisor. The disconnect about what internationalization was or meant, as well as their disconnect to the liberal learning outcomes, would indicate that Michigan State University does not, in fact, have an infused strategic plan for internationalization, but one that was perhaps section where there is a portion of the overall plan centered on internationalization, but it was not the centerpiece of its work, or seen as a centerpiece of the work of the academic advisors.

The responses the academic advisors provided regarding the liberal learning outcomes and in relation to a definition of internationalization also attested to how they saw their role. While many of the academic advisors defined what they did as "teaching," very few could articulate the outcomes in relation to these larger university goals. Again, it would seem that the

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university views academic advising as a resource rather than an instructional process. If as stated by NACADA, academic advising is a multidimensional and intentional educational process that seeks to teach students to understand the meaning of higher education; teach students to understand the purpose of the curriculum; and foster students' intellectual and personal development toward academic success and lifelong learning, then the professional academic advisors would seem to be able to articulate their work in relation to the goals and mission of the university or their departments. Many of the academic advisors interviewed could not define what their departmental mission was or what research was being carried out by their faculty colleagues in the department, much less the university. This clearly indicates that a disconnect exists between the stated goals of academic advising as an instructional process and what was actually occurring in advising sessions at the university. So, what might account for this disconnect?

The professional academic advisors interviewed were often located in an academic department with a different disciplinary background than their own. While the academic advisors did not need that disciplinary background to inherently do their jobs of guiding students in understanding course and graduation requirements, this difference in background often spoke to their integration in curriculum matters within the academic unit. When asked about their knowledge about international research, teaching and service in the unit, the academic advisors could often only cite one or two examples from their faculty colleagues or they discussed the study abroad programs offered by their program. The advisors who articulated more clearly the different international components of their program's curriculum were those that were included in curriculum discussions and faculty meetings, as well as had an undergraduate or graduate background in the discipline. These advisors seemed to have a better understanding of the

overarching curriculum and also indicated a more collegial environment in working at the institution. Their inclusion in curriculum discussions indicated that they were seen as peers in the instructional endeavors of the program.

So, as professional academic advisors/teachers, perspectives of the academic advising discipline could potentially strengthen the curriculum of a department. Advisor knowledge of student development, assessment, pedagogy, and other areas could contribute positively to what the faculty co-instructors are trying to achieve. Additionally, faculty knowledge of content, research and application of the disciplinary field could contribute positively to what the advisor co-instructors are tying to achieve.

Recommendations

The analysis conducted in this study has yielded important findings related to the role of academic advising in the campus internationalization process. Although these findings are significant and can stand on their own, it is important to derive recommendations to advance this research area further. The recommendations center on three areas: teaching and learning, training, and resources.

First, in relation to the teaching and learning process, in order for academic advising to more greatly impact the campus internationalization process, as well as other learning outcomes, it would be advisable for academic advising to be more integral to the university internationalization process. The internationalization strategy needs to include all sectors of the institution that impact the student experience, not only study abroad or the curriculum for example. Internationalization needs to be a broader discussion throughout all levels of the institution. It may be improved if there were to be a greater integration of professional academic advisors into the curricular/academic life of the institution, including an expansion of the view of

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academic advisors as co-instructors for the goals of the curriculum. For example, professional academic advisors could be included in faculty meetings as co-creators of the curriculum and in broader university and college level committees where issues of curriculum are discussed. According to Michigan State University's definition of academic specialists, specialists in the advising/teaching/curriculum development function are "actively involved in the instruction/curricular activities of the University" (Michigan State University, 2010b, Appendix A). However, in the case of the professional academic advisors in this study, it seems as though they are not "actively involved" in these activities to provide a meaningful connection for the advisors. Finally, it would be a advisable to refocus the goals for academic advising, centering on the learning outcomes of the institution not solely on answering student's more immediate needs.

Second, in relation to the teaching and learning process, professional academic advisors could be integrated more purposefully into the departmental cultures for which they advise. It would be advisable for faculty colleagues to be educated as to the benefits and challenges of the role of the academic advisor. As such, it is also incumbent on professional academic advisors to be educated as to the research occurring within their disciplinary unit and its international contexts. They could also receive training or gain an understanding of the discipline's culture that includes discussions on the outcomes, so that the professional academic advisors are aware of what they are advising for.

Third, training needs to occur in various areas given the decentralized nature of the institution so that professional academic advisors are better prepared to take on the teaching and learning process. A broader and more consistent endeavor in relating institutional mission and goals, including internationalization, but not limited to it, to professional academic advisors, faculty and other staff would allow the strategic plan for internationalization move into being an

"infused" plan that carries meaning for all segments of the institution. This training could also include the opportunity for professional academic advisors to participate and/or coordinate activities related to internationalization including study abroad, alternative spring break, student organizations, and others. In addition, the training should be continual in ways that expand access to resources and build connections across the institution, as well as give examples of best practices as to how these pieces are integrated into their work.

The final set of recommendations centers on the resources for academic advising. Smaller student loads are recommended so that the professional academic advisors have more time to build on relationships with students. Reducing loads would also allow advisors space to have more critical conversations regarding learning outcomes and not only the student's immediate needs. Additionally, it would be advisable for academic advising to be a required component of a student's academic experience at the institution. Requiring this curricular activity would create the space (provided the appropriate training) for students to make the necessary connections between their activities at the institution and the learning goals.

Future Research

While this study yielded interesting results, some additional questions, worthy of future study, remain. These questions are:

- How do the experiences of professional academic advisors differ by discipline in relation to campus internationalization?

- How do differences in training background (degree in the discipline for which they advise versus degree in education) affect their ability to integrate learning goals into advising process?

- What is the difference between advisor perceptions of their role and actual practice?

- What are the perceptions of faculty members of the role of the academic advisor in a disciplinary unit?

- What is the impact of advising caseload on the ability to internationalize?

Answering these questions through additional research might fill current gaps in the literature and advance academic advising as a teaching and learning process, as well make strategic plans and learning outcomes a more meaningful and integrated component of the university. My hope that the data provided here may serve educators, scholars and administrators to pursue further research on this topic so that these areas can be advanced.

Conclusion

This phenomenological study centered on the understanding of the campus internationalization process by professional academic advisors at a large research institution with an institutional strategic plan for internationalization. In this endeavor, I collected data through a two-step process. First, I sent out a screening tool designed to elicit potential participants' level of advising experience, demographic data, and priorities related to internationalization. I then selected 23 participants to be interviewed in order to examine their understanding of internationalization. As meaning-making is central to phenomenology, I also administered the Global Perspectives Inventory (Braskamp et al., 2010) to each of the selected participants in order to gain a baseline for participants' own intercultural maturity and a means for better interpreting participant responses to my interview questions. The "phenomenon" that I focused on was campus internationalization, more specifically, internationalization as the curriculum for the institution.

Initially, I had intended to only focus on the three core colleges of the institution. However, the study required that I expanded the number of colleges that drew participants from

to gain numbers for validation of the study. However, the themes that emerged did so regardless of the college that the professional academic advisors worked in. While the academic advisors were each part of different academic disciplinary cultures, their experiences with the phenomena of internationalization were common given their distinct role within the institution.

In this final chapter, I provided an analysis of the themes that emerged as a result of the interviews, recommendations for improving the role of academic advising in the campus internationalization process, and suggestions for future research. Like other scholars (Lowenstein, 2005; Hemwall & Trachte, 1999, 2005), I believe that academic advising, if seen as a core instructional process of the university placed on an equal footing with other forms of instruction, could transform the way in which students move through the institution and become reflective learners thoroughly integrating the learning outcomes into their lifelong learning. However, academic advising seen as a core instruction process would require a complete change in the way these roles are defined on campus and how these individuals are trained. The future of university internationalization lies ultimately in the teaching and learning processes of the curriculum and co-curriculum, and as facilitators of this teaching and learning, professional academic advisors have a critical role to play in the global future of higher education.

APPENDICES

Dear Advising Colleague,

My name is Shannon Lynn Burton and I am a doctoral student in the Higher Adult and Lifelong Education program at Michigan State University, as well as an academic advisor in the School of Criminal Justice. I am writing to ask if you would be interested in being a participant in my dissertation research on campus internationalization and academic advising. For the purposes of this study, I am seeking participants who are professional academic advisors. These individuals are those whose primary responsibility is advising and they spend more than 50 % of their time advising undergraduate students. I am interested in learning how you understand your academic advising role on campus.

In order to achieve a deep understanding about the topic, I am seeking a small pool of ten to fifteen academic advisors who are willing to be interviewed twice. Each interview will last approximately sixty minutes depending on the length of your responses. The interview questions will focus on areas related to your work as a professional academic advisor. Participants will also be asked to complete the Global Perspectives Inventory. This component will take approximately15-20 minutes.

You will be asked to read the informed consent letter located at the secure screening tool before deciding to answer its questions. You do not have to answer any questions and you may end your participation in the study by closing the browser window and not submitting the form at any time. There are no anticipated risks associated with the study and its interview rounds. You will not incur any costs other than your time commitment for being in this research study. If you choose to participate, you will not be paid for being part of the study. The direct benefit of this study will contribute to the body of research on academic advising and internationalization and may also provide insight for other professional academic advisors and higher education institutions.

If you are interested in participating in this study, please take a few minutes of your time to complete a brief questionnaire. The questionnaire can be accessed at: www.surveymonkey.com.

The questionnaire contains 14 questions both demographic and professional and will take five to ten minutes to complete. The questionnaire will be open from December 2010 to January 2011. Interviews will take place in January and February.

Participation in this study is voluntary and all answers will be kept anonymous. Results will be presented in summary form only, without names or other identifying information.

Professional academic advisors who meet the study criteria and who are available for interviews will be contacted by me and may be invited to participate in the study. If you have questions or

concerns about this study, please do not hesitate to e-mail me at sburton@msu.edu, or call me at (616) 283-1771 or (517) 355-4679. You may also contact my advisor and doctoral committee chair, Dr. Kristen Renn (renn@msu.edu).

Thank you for your consideration of participating in this research study. I look forward to learning more about your experiences.

Sincerely,
Shannon Lynn Burton

Initial Screening Tool Questions

1. Name

2. E-mail

3. Phone Number

4. Role:
   a. Professional Academic Advisor
   b. Faculty Advisor
   c. Advising Administrator

5. Years Advising Overall?

6. Years Advising at MSU?

7. Education Level?

8. Degree and Discipline?

9. Department where advising?
   a. University-level
   b. College-level
   c. Department-level

10. Job Title?

11. Gender?
    a. Female
    b. Male
    c. Other

12. Race?
    a. Multiple Ethnicities
    b. African/African American/Black
    c. Asian/Pacific Islander
    d. European/White
    e. Hispanic/Latino
    f. Native American
    g. I prefer not to respond

13. Age?

14. In order of importance for your work with students, please rank Liberal Learning Outcomes:

    a. Analytical Thinking: The MSU graduate uses ways of knowing from mathematics, natural sciences, social sciences, humanities, and arts to access information and critically analyzes complex material in order to evaluate evidence, construct reasoned arguments and communicate inferences and conclusions.

    b. Cultural Understanding: The MSU graduate comprehends global and cultural diversity within historical, artistic, and societal contexts.

    c. Effective Citizenship: The MSU graduate participates as a member of local, national, and global communities and has the capacity to lead in an increasingly interdependent world.

    d. Effective Communication: The MSU graduate uses a variety of media to communicate effectively with diverse audiences.

    e. Integrated Reasoning: The MSU graduate integrates discipline-based knowledge to make informed decisions that reflect humane, social, ethical and aesthetic values.

Appendix C

E-mail Sent to Those Selected for Interview

Dear Advising Colleague,

Thank you for taking the time to participate in the initial questionnaire. Much useful information was provided. Your responses affirm the professional commitment to the role that academic advising has on the lives of students. Please let me know if you have any questions. Your participation in this study is highly valued. I am looking forward to the interviews.

You are being invited to participate in this research project, A Phenomenological Examination of Academic Advising's Role in Campus Internationalization because you are a professional academic advisor for undergraduate students.

Best Wishes,
Shannon Lynn Burton

A Phenomenological Examination of Academic Advising's Role in Campus Internationalization

Research Participant Information and Consent Form

You are being asked to participate in a research project. Researchers are required to provide a consent form to inform you about the study, to convey that participation is voluntary, to explain risks and benefits of participation, and to empower you to make an informed decision. You should feel free to ask me any questions you may have.

The purpose of this study is to gauge the understanding of the campus internationalization process by professional academic advisors at a large research institution with an institutional strategic plan for internationalization. I am interested in learning about your experiences with campus internationalization as an academic advisor at Michigan State University.

Your participation in this project will require one, potentially two audio-taped one-on-one interviews. If you agree to participate, you will be asked to complete one, approximately one hour, one-on-one or phone audio-taped interview during Spring semester 2011. You might also be asked to respond to additional questions that are developed during data analysis subsequent to the interview via phone, via e-mail or in person during Spring semester 2011. In the initial interview, your total participation time to complete an audio-taped one-on-one interview will be approximately one hour at your office or at another location convenient to you. The interview protocol is open-ended, meaning that I have a list of questions that I will ask and there are no right or wrong answers. I am interested in your honest answers to questions about your experience as an academic advisor. Additional participation time through a second interview might vary depending upon the questions added, if any, but will not exceed one hour.

You will also be asked to complete the Global Perspective Inventory prior to the initial interview. This is a survey of about 60 statements of your views and experiences. You should be able to complete the survey in 15-20 minutes.

These interviews will be audio-taped. In agreeing to participate in this study, you are agreeing to have your interview audio-taped. You will not be asked to identify yourself during the interview, so your name will not be attached with your interview responses. If you consent, the recording will be digital and data will be saved, without your name or identity attached, for the duration of the project. I will transcribe all or portions of the interview for data analysis and reporting. If you decline to be recorded, I will take notes by hand during the interview.

Your participation is entirely voluntary. This means that you are free to choose whether or not you want to participate in this study, and you are free to withdraw your participation at any time without penalty. Additionally, you may refuse to answer certain questions without penalty. You will not directly benefit from your participation in this study. However, your participation may contribute to the understanding of academic advising and campus internationalization. There are no foreseeable risks associated with participation in this study. There are no costs to you for participating in the study, and there is no compensation for participation.

The data for this project will be kept confidential. That means that your name will not be associated with any audio recording, transcript, or notes from the interview. A code number will be assigned to your interview and the codes will be kept in a separate location from the data. Information about you will be kept confidential to the maximum extent allowable by law. Data will be stored on a password-protected computer in a locked office at Michigan State University, with no identifying information attached to the data for three years after the study closes. I will have access to the data, as will the MSU Institutional Review Board. The results of this study will be published in my dissertation and may be published or presented at professional meetings, but the identities of all research participants will remain anonymous. If you would like to see results of this study, they will be made available to you upon request.

If you have any questions or concerns about participating in this study, such as scientific issues, how to do any part of it, or to report an injury (i.e. physical, psychological, social, financial, or otherwise, please feel free to contact Shannon Lynn Burton (MSU – 126 Baker Hall, East Lansing, MI 48824, 517.355.4679, sburton@msu.edu) or Dr. Kristen Renn (MSU – 428 Erickson Hall, East Lansing, MI 48824, 517.353.5979, renn@msu.edu). If you have questions or concerns about your role and rights as a research participant, would like to obtain information or offer input, or would like to register a complaint about this study, you may contact, anonymously if you wish, the Michigan State University's Human Research Protection Program at 517-355-2180, Fax 517-432-4503, or e-mail irb@msu.edu or regular mail at 207 Olds Hall, MSU, East Lansing, MI 48824.

Thank you for your time and interest in this study.

Please indicate your voluntary agreement to participate in this study by signing below.

Signature: _____ Date: _____

Please indicate your voluntary agreement to participate in the Global Perspectives Inventory portion of this study by signing below.

Signature: _____ Date: _____

Please indicate your voluntary agreement to participate in the audio-taped interview portion of this study by signing below.

Signature: _____ Date: _____

Please indicate your voluntary agreement to be contacted to answer additional questions after the initial interview by signing below. Please indicate how you would like to be contacted by circling all forms of communication that apply.

Signature: _____ Date: _____

Telephone (Please provide number) _____
E-mail (Please provide address) _____
In person (Please provide

Appendix D

Interview Protocol

These questions will be used as a starting point in the initial interview with the criterion sample of professional academic advisors from across Michigan State University. Demographic information was taken during the initial screening tool.

Introduction

In our discussion today, I want to learn how you view your role as an academic advisor.

1. Define academic advising in ten words or less.

2. Please describe from time of student intake to the point of graduation or release what a typical academic advising relationship entails for you and your students including benefits to the students and your goals for the relationship.

3. Have you developed a personal advising philosophy either formally or informally? If so, tell me about it. How did you come to it? (Ask for written copy).

4. Tell me about your current department. Structure? Mission? What is the level of international involvement for your department in terms of research, teaching and service?

5. How do you talk about cultural understanding and effective citizenship with your undergraduates and colleagues? How often do you discuss cultural understanding and effective citizenship with your undergraduates and colleagues?

6. What types of cross-cultural experiences do you discuss with your students and how do you discuss cross-cultural experiences with students?

7. Do you talk about cross-cultural skills and experiences with each student? What makes you discuss it? In what situations do you not discuss it? Why?

8. Talk about your own internationalization events – undergraduate and graduate?

9. Define internationalization in ten words or less.

10. What knowledge, skills and abilities do you think a professional academic advisor needs to promote global competency in their students?

11. How do you use the Liberal Learning Outcomes in your practice? How do your colleagues in the department use the Liberal Learning Outcomes?

12. What other things do you do as an advisor? Committee Work? Teaching?

    a. How much time do you spend on these items? (Effort Distribution Report)

Global Perspective Inventory Permission

Shannon Burton <msuburton@gmail.com>

GPI Question

3 messages

Shannon Burton <sburton@msu.edu>   **Tue, Sep 21, 2010 at 3:10 PM**
To: "Larry A. Braskamp" <braskampl@central.edu>, Larry Braskamp <lbraska@luc.edu>

Dr. Braskamp,

I hope all is well! I believe we talked previously about my interest
in campus internationalization.

After your presentation at MIACADA and after reading your articles
about the GPI, I am considering using the GPI as part of my
dissertation study. I am looking at academic advising's role in
campus internationalization. Essentially, I am going to be
interviewing 10-15 academic advisors about their understanding of
internationalization. I would like to have each advisor I interview
take the GPI and use it as a way of evaluating their own
"intercultural" baseline. From the website, it seems that I would not
be able to get individual results for each person so that I could
match it up with their interview, is that correct? Or, would there be
a way around it? Additionally, is the fee structure you have on the
website my only option in using it?

In summary, I guess I am asking if there may be a way I could use the
GPI for a reduced cost and if there was a way in which each individual
could take it so that I might know who they are to match it to their
interview. Naturally, I would share my research results with you and
give credit where credit is due...

Any guidance, advice or assistance would be greatly appreciated!

Best Wishes,
Shannon

--
Shannon Lynn Burton, M.A., M.S.
Academic Advising Specialist, School of Criminal Justice
Ph.D. Candidate, Department of Higher Adult and Lifelong Education
Michigan State University
126 Baker Hall
East Lansing, MI 48824

(517) 355-4679
sburton@msu.edu
AOL Instant Messenger = CjusticeMSU

"Leadership is not just about delegating power, it's growing human capabilities."

Larry Braskamp <LBRASKA@luc.edu>   **Wed, Sep 22, 2010 at 9:41 AM**
To: Shannon Burton <sburton@msu.edu>

Shannon, Thanks for your interest in using the GPI in your research. I will allow you to use the GPI at no cost for your dissertation. You can give the GPI on paper and score it yourself for each person. You will need to get IRB approval for using it on an individual basis since we do not have it.

 I am attaching version 6 of the GPI, the Field Definition Guide, Manual (use 9 15 version), a Sample report of the GPI and other material. You may only want to use the first 40 items.

Much success and let me know if you have any questions. Larry

Larry A. Braskamp
lbraska@luc.edu
312.420.1056
http://gpi.central.edu

>>> Shannon Burton <sburton@msu.edu> 9/21/2010 2:10 PM >>>
[Quoted text hidden]

    8 attachments

Shannon Burton <sburton@msu.edu>   **Mon, Sep 27, 2010 at 9:14 AM**
To: Larry Braskamp <LBRASKA@luc.edu>

Larry,

Thank you so much! I really appreciate it! I will keep you posted as my study progresses.

Best Wishes,
Shannon
[Quoted text hidden]

From: "Larry Braskamp" <LBRASKA@luc.edu>
Date: Fri, 27 Apr 2012 11:09:48
To: Shannon Burton<sburton@msu.edu>
Subject: Re: GPI Question

Shannon,

Congratulations. Yes, you have permission to include the items of the GPI in your dissertation.

Larry

Larry A. Braskamp
lbraska@luc.edu
312.420.1056
http://gpi.central.edu

Appendix F

Global Perspective Inventory (GPI)

Global Perspective Inventory (GPI)

You have been invited to respond to the Global Perspectives Inventory. This is a survey of 67 statements of your views and experiences. You should be able to complete the survey in 15-20 minutes.

Participation is voluntary. There are no foreseeable risks involved in responding to this survey beyond those experienced in everyday life. By completing the GPI, you are agreeing to participate in research. You are free to stop responding at any time. Confidentiality will be maintained to the degree permitted by the technology used and to the extent allowed by law. No absolute guarantees can be made regarding the confidentiality of electronic data. You will not be identified in anything written about this study.

If you have questions about this survey, please contact us through our website address, gpi.central.edu. If you have questions about your rights as a participant you may contact please contact Central College, Institutional Review Board, Dr. Keith Jones, Campus Mailbox 0109, 812 University, Pella, IA 50219; phone: (641)628-5182.

INSTRUCTIONS: There is no time limit, but try to respond to each statement as quickly as possible. There are no right or wrong answers, only responses that are right for you. You must complete every item for your responses to count. Thank you for your cooperation.

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Section I:

Each question on Section I of the GPI is measured using a Likert scale: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. The GPI will be administered via an online survey.

1.   When I notice cultural differences, my culture tends to have the better approach.

2.   I have a definite purpose in my life.

3.   I can explain my personal values to people who are different from me.

4.   Most of my friends are from my own ethnic background.

5.   I think of my life in terms of giving back to society.

6. Some people have a culture and others do not.

7. In different settings what is right and wrong is simple to determine.

8. I am informed of current issues that impact international relations.

9. I know who I am as a person.

10. I feel threatened around people from backgrounds very different from my own.

11. I often get out of my comfort zone to better understand myself.

12. I am willing to defend my own views when they differ from others.

13. I understand the reasons and causes of conflict among nations of different cultures.

14. I am confident that I can take care of myself in a completely new situation.

15. People from other cultures tell me that I am successful at navigating their cultures.

16. I work for the rights of others.

17. I see myself as a global citizen.

18. I take into account different perspectives before drawing conclusions about the world around me.

19. I understand how various cultures of this world interact socially.

20. I get offended often by people who do not understand my point-of-view.

21. I am able to take on various roles as appropriate in different cultural and ethnic settings.

22. I put my beliefs into action by standing up for my principles.

23. I consider different cultural perspectives when evaluating global problems.

24. I rely primarily on authorities to determine what is true in the world.

25. I know how to analyze the basic characteristics of a culture.

26. I am sensitive to those who are discriminated against.

27. I do not feel threatened emotionally when presented with multiple perspectives.

28.   I prefer to work with people who have different cultural values from me.

29.   I am accepting of people with different religious and spiritual traditions.

30.   Cultural differences make me question what is really true.

31.   I put the needs of others above my own personal wants.

32.   I can discuss cultural differences from an informed perspective.

33.   I am developing a meaningful philosophy of life.

34.   I intentionally involve people from many cultural backgrounds in my life.

35.   I rarely question what I have been taught about the world around me.

36.   I constantly need affirmative confirmation about myself from others.

37.   I enjoy when my friends from other cultures teach me about our cultural differences.

38.   I consciously behave in terms of making a difference.

39.   I am open to people who strive to live lives very different from my own lifestyle.

40.   Volunteering is not an important priority in my life.

41.   I have a strong sense of affiliation with my college/university.

42.   I share personal feelings and problems with students and colleagues.

43.   I have felt insulted or threatened based on my cultural/ethnic background at my college/university.

44.   I feel that my college/university community honors diversity and internationalism.

45.   I understand the mission of my college/university.

46.   I am both challenged and supported at my college/university.

47.   I have been encouraged to develop my strengths and talents at my college/university.

48.   I feel I am a part of a close and supportive community of colleagues and friends.

Section II: Demographic Information

49.   My age in years, (e.g., 21) __ ___

50.   My gender is

   a.   Female
   b.   Male
   c.   Other

51.   Are you an international student or foreign national?

   a.   Yes
   b.   No

52.   Select the one ethnic identity that best describes you:

   a.   Multiple Ethnicities
   b.   African/African American/ Black
   c.   Asian/Pacific Islander
   d.   European/White
   e.   Hispanic/Latino
   f.   Native American
   g.   I prefer not to respond

53.   My status at the college/university:

   a.   Faculty
   b.   Administration/staff
   c.   Other

54.   My major field of study is (mark only one):

   a.   Agriculture and natural resources
   b.   Arts and humanities
   c.   Business and Law
   d.   Communications and Journalism
   e.   Education and Social Work
   f.   Engineering
   g.   Health and Medical Professions
   h.   Physical and Biological Sciences and Math
   i.   Social and Behavioral Sciences
   j.   Other

Section III:

How many terms (e.g., semester, quarter) have you participated in the following since you enrolled at this college/university? This section is measured based on Four or more terms, Three terms, Two terms, One term or none.

55.   Events or activities sponsored by groups reflecting your own cultural heritage.

56.   Events or activities sponsored by groups reflecting a cultural heritage different from your

        own.

57.   Community service activities.

58.   Campus organized discussions on diversity issues.

59.   Religious or spiritual activities.

60.   Leadership programs that stress collaboration and teamwork.

61.   Courses that include materials/readings on race and ethnicity issues.

62.   Courses that include opportunities for intensive dialogue among students with different

        backgrounds and beliefs.

63.   Courses that include service learning opportunities.

64.   Study/education abroad programs.

65.   Undergraduate research opportunity program with a faculty member.

66.   Internship program.

67.   First year seminar/course with a multicultural emphasis.

Appendix G

Individual Participant Scores on the Global Perspectives Inventory (GPI)

The Global Perspectives Inventory assesses intercultural identity on a three different domains: cognitive, intrapersonal and interpersonal. Each domain has two scales; one reflects the theory of cultural development and the other reflects intercultural development (Braskamp et al., 2010). The cognitive dimension centers on one's knowledge and understanding of what is true and important to know. The intrapersonal dimension focuses on one becoming more aware of and integrating one's personal values and self-identity into one's personhood. Finally, the interpersonal dimension looks at one's willingness to interact with persons with different social norms and cultural backgrounds, acceptance of others, and being comfortable when relating to others. The scales on the GPI portray markers in which persons of all ages are constantly asking questions about how they think, feel and relate to others. In total, there are six scales in the GPI, two from the three domains: cognitive, intrapersonal and interpersonal:

> Cognitive – Knowing: Complexity of one's view of knowledge and the importance of cultural context in judging what is important to know and value.

> Cognitive – Knowledge: Degree of understanding and awareness of various cultures and their impact on our global society; proficiency in languages.

> Intrapersonal – Identity: Level of awareness of unique identity; degree of acceptance of one's ethnic, racial and gender dimensions of one's identity.

> Intrapersonal – Affect: Level of respect and acceptance of cultural perspectives different from one's own; degree of emotional confidence when living in complex situations.

> Interpersonal – Social responsibility: Level of commitment of interdependent living.

> Interpersonal – Social interactions: Degree of engagement with others who are different from oneself; degree of cultural sensitivity living in a pluralistic setting.

Additionally, the GPI measures three other domains: well-being, global citizenship and community.

Well-being: Level of commitment to making a difference in the world, working for the concerns of others, and having a purpose in life.

Global citizenship: Level of understanding about cultural differences, identity as one who can interact with others from different cultures, and a self confidence in making a difference in the world.

Community: Perception of the character and identity of the campus, supportive community of its members, extent of being encouraged to develop one's strengths and talents. It reflects the identity and mission of a campus, manifested by the rituals and practices. It also includes important relationships colleges have with external and local community agencies.

According to Braskamp et al. (2010), reliability was examined through test-retest and internal consistency. The GPI was administered at the beginning of the semester and at the end of the semester, all associated with a study abroad program. They calculated correlations between the two administrations. These administrations reflect the stability or consistency of response and the extent of the consistency of change in the students in their scores on the GPI before they participated in a semester education aboard program and after they completed it. The differences reflect the consistency of the differences among the students from their "pretest" and "posttest" administrations.

Test-retest reliabilities of GPI scales

Scale	Semester (N=245)	Three Weeks (N=39)
Cognitive – Knowing	.67	.75
Cognitive – Knowledge	.59	.49
Intrapersonal – Identity	.66	.71
Intrapersonal – Affect	.59	.76
Interpersonal – Social Responsibility	.73	.81
Interpersonal – Social Interaction	.58	.72

They also conducted statistical analyses using the coefficient alphas to indicate the internal consistency of each of the six scales. The results of the internal consistency results, based on

approximately 5350 undergraduates from 46 different institutions who completed the GPI

(Version 6) from August 1, 2010 - June 30, 2011.

Coefficient alpha reliabilities of the GPI scales

Scale	*Coefficient Alpha*
Cognitive – Knowing	.625
Cognitive – Knowledge	.768
Intrapersonal – Identity	.724
Intrapersonal – Affect	.661
Interpersonal – Social Responsibility	.713
Interpersonal – Social Interaction	.735

Braskamp et al. (2010) also addressed validity on a number of levels: face validity, concurrent validity and construct validity.

Face validity refers to the extent to which the survey (e.g., GPI) is considered fair and reasonable to those taking the survey. They developed an initial item pool of several hundred items and during the summer of 2007 and asked both college students and experts in study abroad and student development to review the items for clarity and credibility. Based on this review they selected sixty-nine items to administer in a pilot test. They sought additional feedback as they proceeded to reduce the number of items to the current set of forty items, used in Version 5. In each of their subsequent revisions of the items, they have used feedback from respondents and users of the GPI and the psychometric characteristics of the items and scales.

Concurrent validity refers to degree of relationship and correlation with other instruments that are designed to measure similar characteristics and constructs. One study has been conducted on the concurrent validity of the GPI with another survey, the IDI, and the researcher concluded that these two surveys did not measure similar characteristics.

Construct validity refers to the degree to which the survey results empirically support and reinforce the desired constructs and concepts under consideration. They conducted a number of

studies of the construct validity of the GPI. These studies have sought to empirically answer

questions such as: Is group affiliation (e.g., class status, foreign versus American citizenship of

students) associated with differences on the GPI? Do student change over time? Do seniors

express a more global perspective than freshmen on all three of the domains? Does a study

abroad experience enhance one's development? How much are these scales related to each

other?

GPI results from this study

Below are the individual participant's scores in each of these dimensions:

Heather

Cognitive Knowing = 3.89
Cognitive Knowledge = 3.60
Intrapersonal Identity = 3.60
Intrapersonal Affect = 3.89
Interpersonal Social Responsibility = 3.67
Interpersonal Social Interaction = 3.83
Well-being = 3.71
Global Citizenship = 4.00
Community = 4.00

Victoria

Cognitive Knowing = 3.89
Cognitive Knowledge = 3.00
Intrapersonal Identity = 4.20
Intrapersonal Affect = 4.45
Interpersonal Social Responsibility = 4.00
Interpersonal Social Interaction = 3.67
Well-being = 4.14
Global Citizenship = 4.00
Community = 3.25

Marvin

Cognitive Knowing = 4.00
Cognitive Knowledge = 4.20
Intrapersonal Identity = 4.40
Intrapersonal Affect = 4.00
Interpersonal Social Responsibility = 3.50
Interpersonal Social Interaction = 4.33
Well-being = 3.86
Global Citizenship = 3.88
Community = 4.50

Diana

Cognitive Knowing = 4.00
Cognitive Knowledge = 4.20
Intrapersonal Identity = 4.80
Intrapersonal Affect = 4.22
Interpersonal Social Responsibility = 4.17
Interpersonal Social Interaction = 4.00
Well-being = 4.71
Global Citizenship = 4.13
Community = 3.75

Fran

Cognitive Knowing = 3.33
Cognitive Knowledge = 4.00
Intrapersonal Identity = 3.80
Intrapersonal Affect = 3.78
Interpersonal Social Responsibility = 3.50
Interpersonal Social Interaction = 3.67
Well-being = 3.71
Global Citizenship = 3.50
Community = 4.13

Ruth

Cognitive Knowing = 4.00
Cognitive Knowledge = 3.80
Intrapersonal Identity = 4.40
Intrapersonal Affect = 4.00
Interpersonal Social Responsibility = 4.33
Interpersonal Social Interaction = 3.50
Well-being = 3.86
Global Citizenship = 4.13
Community = 3.38

Kimberly

Cognitive Knowing = 4.22
Cognitive Knowledge = 3.00
Intrapersonal Identity = 4.60
Intrapersonal Affect = 4.00
Interpersonal Social Responsibility = 3.67
Interpersonal Social Interaction = 3.50
Well-being = 4.00
Global Citizenship = 3.38
Community = 4.13

Tina

Cognitive Knowing = 3.78
Cognitive Knowledge = 3.40
Intrapersonal Identity = 3.80
Intrapersonal Affect = 3.67
Interpersonal Social Responsibility = 3.00
Interpersonal Social Interaction = 3.50
Well-being = 3.43
Global Citizenship = 3.13
Community = 3.63

Susie

Cognitive Knowing = 3.67
Cognitive Knowledge = 4.00
Intrapersonal Identity = 5.00
Intrapersonal Affect = 3.67
Interpersonal Social Responsibility = 4.00
Interpersonal Social Interaction = 3.00
Well-being = 3.86
Global Citizenship = 3.63
Community = 4.63

Oscar

Cognitive Knowing = 3.89
Cognitive Knowledge = 3.40
Intrapersonal Identity = 3.80
Intrapersonal Affect = 4.11
Interpersonal Social Responsibility = 2.67
Interpersonal Social Interaction = 3.67
Well-being = 3.14
Global Citizenship = 3.25
Community = 4.38

Carter

Cognitive Knowing = 3.45
Cognitive Knowledge = 3.00
Intrapersonal Identity = 4.00
Intrapersonal Affect = 4.00
Interpersonal Social Responsibility = 4.50
Interpersonal Social Interaction = 3.00
Well-being = 4.14
Global Citizenship = 3.88
Community = 3.75

Nancy

Cognitive Knowing = 4.22
Cognitive Knowledge = 3.40
Intrapersonal Identity = 4.00
Intrapersonal Affect = 4.00
Interpersonal Social Responsibility = 3.17
Interpersonal Social Interaction = 4.00
Well-being = 3.43
Global Citizenship = 4.00
Community = 4.00

Lucy

Cognitive Knowing = 3.78
Cognitive Knowledge = 2.40
Intrapersonal Identity = 4.00
Intrapersonal Affect = 4.44
Interpersonal Social Responsibility = 3.67
Interpersonal Social Interaction = 3.50
Well-being = 3.86
Global Citizenship = 3.75
Community = 3.75

Gina

Cognitive Knowing = 3.78
Cognitive Knowledge = 3.40
Intrapersonal Identity = 4.80
Intrapersonal Affect = 3.78
Interpersonal Social Responsibility = 4.17
Interpersonal Social Interaction = 3.50
Well-being = 4.14
Global Citizenship = 3.88
Community = 4.50

Penny

Cognitive Knowing = 3.67
Cognitive Knowledge = 3.60
Intrapersonal Identity = 4.80
Intrapersonal Affect = 4.56
Interpersonal Social Responsibility = 4.50
Interpersonal Social Interaction = 3.83
Well-being = 4.71
Global Citizenship = 4.13
Community = 4.38

Steve

Cognitive Knowing = 3.44
Cognitive Knowledge = 2.80
Intrapersonal Identity = 4.00
Intrapersonal Affect = 3.33
Interpersonal Social Responsibility = 3.00
Interpersonal Social Interaction = 3.17
Well-being = 3.43
Global Citizenship = 3.00
Community = 3.38

Inge

Cognitive Knowing = 4.00
Cognitive Knowledge = 3.20
Intrapersonal Identity = 4.40
Intrapersonal Affect = 3.33
Interpersonal Social Responsibility = 3.83
Interpersonal Social Interaction = 3.17
Well-being = 3.57
Global Citizenship = 3.50
Community = 3.88

Zach

Cognitive Knowing = 2.67
Cognitive Knowledge = 3.00
Intrapersonal Identity = 3.60
Intrapersonal Affect = 3.56
Interpersonal Social Responsibility = 3.33
Interpersonal Social Interaction = 3.00
Well-being = 3.14
Global Citizenship = 3.13
Community = 4.50

Jack

Cognitive Knowing = 4.22
Cognitive Knowledge = 4.00
Intrapersonal Identity = 4.60
Intrapersonal Affect = 4.44
Interpersonal Social Responsibility = 4.00
Interpersonal Social Interaction = 4.50
Well-being = 4.14
Global Citizenship = 4.13
Community = 4.13

Evie

Cognitive Knowing = 3.67
Cognitive Knowledge = 2.60
Intrapersonal Identity = 4.60
Intrapersonal Affect = 3.89
Interpersonal Social Responsibility = 4.17
Interpersonal Social Interaction = 2.83
Well-being = 4.43
Global Citizenship = 3.50
Community = 4.50

Whitney

Cognitive Knowing = 3.89
Cognitive Knowledge = 4.40
Intrapersonal Identity = 5.00
Intrapersonal Affect = 4.11
Interpersonal Social Responsibility = 4.17
Interpersonal Social Interaction = 3.50
Well-being = 4.57
Global Citizenship = 4.00
Community = 5.00

Bob

Cognitive Knowing = 3.78
Cognitive Knowledge = 4.00
Intrapersonal Identity = 4.00
Intrapersonal Affect = 4.44
Interpersonal Social Responsibility = 3.67
Interpersonal Social Interaction = 3.67
Well-being = 4.14
Global Citizenship = 3.75
Community = 3.50

April

Cognitive Knowing = 3.56
Cognitive Knowledge = 2.80
Intrapersonal Identity = 3.40
Intrapersonal Affect = 4.00
Interpersonal Social Responsibility = 3.83
Interpersonal Social Interaction = 3.33
Well-being = 3.71
Global Citizenship = 3.63
Community = 3.63

Appendix H

Institutional Review Board Approval Letter

MICHIGAN STATE
U N I V E R S I T Y

Initial IRB Application Determination *Exempt*

March 7, 2011

To: Kristen A. Renn
        428 Erickson

Re: **IRB# x10-1311** Category: Exempt 1-2
        Approval Date: March 4, 2011

Title: Building the Bridge: A Phenomenological Examination of Academic Advising's Role in
Campus Internationalization

The Institutional Review Board has completed their review of your project. I am pleased to advise
you that **your project has been deemed as exempt** in accordance with federal regulations.

The IRB has found that your research project meets the criteria for exempt status and the criteria for
the protection of human subjects in exempt research. **Under our exempt policy the Principal
Investigator assumes the responsibilities for the protection of human subjects in this project** as
outlined in the assurance letter and exempt educational material. The IRB office has received your
signed assurance for exempt research. A copy of this signed agreement is appended for your
information and records.

Renewals: Exempt protocols do not need to be renewed. If the project is completed, please submit an
Application for Permanent Closure.

Revisions: Exempt protocols do not require revisions. However, if changes are made to a protocol
that may no longer meet the exempt criteria, a new initial application will be required.

Problems: If issues should arise during the conduct of the research, such as unanticipated problems,
adverse events, or any problem that may increase the risk to the human subjects and change the
category of review, notify the IRB office promptly. Any complaints from participants regarding the
risk and benefits of the project must be reported to the IRB.

Follow-up: If your exempt project is not completed and closed after three years, the IRB office will
contact you regarding the status of the project and to verify that no changes have occurred that may
affect exempt status.

Please use the IRB number listed above on any forms submitted which relate to this project, or on any
correspondence with the IRB office.

Good luck in your research. If we can be of further assistance, please contact us at 517-355-2180 or
via email at IRB@msu.edu. Thank you for your cooperation.

Sincerely,

H. McGee

Harry McGee, MPH
SIRB Chair

c: Shannon Burton

Office of Regulatory Affairs
**Human Research
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Biomedical & Health
Institutional Review Board
(BIRB)

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