INTERNATIONAL RESEARCH and REVIEW

Journal of Phi Beta Delta
Honor Society for International Scholars

International Research and Review:
Journal of Phi Beta Delta
Honor Society For International Scholars

Editor
Dr. Michael Smithee, Syracuse University

Editorial Board

International Research and Review:
Journal of Phi Beta Delta, International Honor Society

Volume 6   Number 1   Fall 2016

Articles

Proceedings of Phi Beta Delta
Volume 7   Number 1   Fall 2016

Journal Description

International Research and Review is the official journal of the Phi Beta Delta Honor Society for International Scholars. It is a multidisciplinary journal whose primary objectives are to: (1) recognize, disseminate and share the scholarship of our members with the global academic community; (2) provide a forum for the advancement of academic inquiry and dialogue among all members and stakeholders; and (3) cultivate support for international education among campus leadership by working with university administrators to expand the support for international education among campus leaders.

IRR is a peer-reviewed electronic journal providing a forum for scholars and educators to engage in a multi-disciplinary exchange of ideas, to address topics of mutual concern, and to advocate for policies that enhance the international dimension of higher education. Articles should focus on studies and systematic analyses that employ qualitative, quantitative, a mixture of both methods, and theoretical methodologies from an international scope. Both pedagogical and andragogical perspectives in teaching and learning are welcome.

The Journal reaches out to an audience involved in matters touching all areas of international education, including theoretical, empirical, and normative concerns and concepts as well as practices. It includes stakeholders, practitioners, advocates, as well as faculty, independent researchers, staff, and administrators of programs and institutions engaged in the field. The editors welcome manuscripts that address the following concerns:

> *International studies and perspectives*
> *Review of current literature pertaining to international studies*
> *Initiatives and impacts in international education exchange*
> *International program development at American colleges and universities*
> *Internationalizing of curricula: policies, programs, practices, and impacts*
> *International business education*
> *Comparative international education issues*
> *Curriculum development in area studies*
> *Legal issues in the development of international programming*
> *Other related topics*

Peer – Review Process
All manuscripts will be forwarded to the Editor for initial review of the relevance of their theme, significance, and over-all quality. Manuscripts which fit the aim and scope of the Journal, and are of sufficient quality, will then be forwarded to two anonymous reviewers. At the end of the review process, authors will be notified of any comments that the reviewers have made. They will also make a recommendation regarding whether to accept, revise and resubmit, or reject the paper.

Publication Frequency
The IRR is intended to be published once per year, but will be published more often as additional articles are received. The Proceedings of Phi Beta Delta will be a separate publication of Phi Beta Delta. It will include conference papers, speeches, commentary, and other information particular to the society.

Open Access Policy
This journal provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge. The journal will be published primarily on-line, with printed copies made for Annual Conference attendees.

Copyright Notice
Authors hold the copyright of articles published in the IRR. Request to reprint IRR articles in other journals will be addressed to the author. Reprints must credit Phi Beta Delta and the IRR as the original publisher and include the URL of the IRR publication. Permission is hereby granted to copy an article, provided IRR is credited and copies are not sold.

Indexing
Articles published in the IRR will be disseminated by the EBSCOHost Databases to libraries and other of the clients.

Author Guidelines

International Research and Review is the official journal of the Phi Beta Delta Honor Society for International Scholars. It is a multidisciplinary journal that (1) welcomes submission of manuscripts reflecting research representing *all areas of study* that

promote the international and global dimensions of institutions programs (including both policy, practice, and debates) and individual experience of engaging in international education; (2) welcomes articles on current issues of the day regarding international education: the practice, curriculum, institutional issues, faculty and administration management, and cultural aspects and; (3) welcomes book reviews, and reviews or critiques of current literature.

The increasing interest in international opportunities and promotion of scholarship in this shrinking world create new challenges. This purpose of such a publication is to contribute and engage in the conversation related to the broad frames of international education, internationalization, and international scholars. It is hoped that the Phi Beta Delta annual conference will provide an environment where students, staff, faculty and interested groups can highlight their scholarship in these areas. The conference also serves as a forum for acquiring new ideas, conceptualizations, best practices, as well as discussion on these and other issues of international education.

Research articles may employ qualitative, quantitative, plural (mixed-methods), and theoretical methodologies from an international scope. Both pedagogical and andragogical perspectives on the international experience of teaching, learning, and cross-cultural interchange are welcome. It is recommended that manuscripts be submitted with less than 10,000 words. Articles should use the bibliographic and formatting standards found in the **APA (Publication Manual of the American Psychological Association), 6th edition.**

Authors whose articles are accepted for publication are required to ensure that their data are fully accessible. Authors of quantitative empirical articles must make their data available for replication purposes. A statement of how that is done must appear in the first footnote of the article. Required material would include all data, specialized computer programs, program recodes, and an explanatory file describing what is included and how to reproduce the published results. The IRR is currently published at least once per year, but will be published more often as additional articles or special issues require.

Please send your submissions to the Director of Publications, Dr. Michael Smithee, at: IRR@phibetadelta.org

Submission Preparation Checklist

As part of the submission process, authors are required to check off their submission's compliance with all of the following items, and submissions may be returned to authors that do not adhere to these requirements.
1. The submission has not been previously published, nor is it before another journal for consideration.
2. The submission file is in Microsoft Word document file format.
3. All URL addresses in the text are activated and ready to click.
4. The text is double-spaced; uses a 12-point font; *employs italics*, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.
5. The text adheres to the stylistic and bibliographic requirements of the APA, 6th edition. *Your submission should contain the following:*
   - Name, institute affiliation, mailing address, and email address for all authors
   - Paper title
   - Abstract
   - Keywords
   - Introduction
   - Body of paper
   - Tables, figures, etc. (if applicable)
   - Conclusion
   - Acknowledgements
   - Brief bio of each author (one paragraph, no more than 100 words)
   - References

Nota bene: Below are some particular issues authors should attend to:
1. Use quotation " " marks for all direct citations of material from your sources.
2. Citations in text from a book should include the page number: (author, date, p. #).
3. Citations from an on-line source must cite the paragraph: (author, date, para. #).
4. Use *italics* when you want to emphasize concepts or words.
5. Use the *automatic* hyphenation function to keep the character and word spacing at a minimum. In Microsoft Word, users can automatically hyphenate documents by altering the options within the program. The location of the automatic hyphenation option varies depending on the version of Word you are using. In Microsoft Word versions 2007 and 2010, it is found by clicking on Page Layout, Page Setup box, hyphenation. In Microsoft Word 2003, it is located in the "Tools" menu under "Language."

Potholes and Strategies on the Road to Campus Internationalization

Ann Marie Legreid, Ph.D.
Shepherd University

Pothole is listed in *Roget's Thesaurus* with eleven synonyms as, for example, chuckhole, pit, depression, cavity, and crater. In folklore it likely comes from the early road builders who were hampered in road construction by potters who dug up chucks of clay from which to make clay pots. In a geologist's dictionary, it refers to a deep underground cavity created by water action, often a place where bats hibernate. On the West Coast a "chuckhole" probably descends from covered wagon days and the rough travel of chuck wagons across the prairies. A "pothole governor" is one who gets them fixed!

A pothole is a global concept, creating havoc on the rural byways of Haiti and Jamaica, mountain roads in Bolivia, and famous avenues of Washington, D.C. This pesky entity has various names around the world: in Danish "hul i vejen," in Bosnian "rupa," in Vietnamese "o ga," in Latvian "gramba," in Afrikaans "slaggat," and in Finnish "kuoppa." In Norwegian, potholes bring utterances of "uffda," and in English they are simply a "darned pothole."

We can swerve around a pothole, catch the edge of a pothole, or plunge headlong into the hole; not knowing its depth, we risk losing a wheel or the undercarriage of the car. We may also relocate our vertebrae. American drivers spend $3 billion each year on damage caused by potholes. (http://detroit.cbslocal.com/2016/02/17/aaa-pothole-damage-costs-drivers-3-billion-every-year/)

This article will highlight the major potholes or chuckholes in the process of moving forward with campus internationalization. Each pothole will have a strategy or strategies associated with filling or avoiding the pothole. These potholes fall into the broad categories of leadership, resources and fundraising, consensus building, curriculum review and reform, campus activities, community outreach, partnering with institutions outside the US, and expanding student services to accommodate international guests. Much of this material comes from a real-world case study conducted at Shepherd University, a public liberal arts institution on the Potomac in the Panhandle of West Virginia. Like any institution undergoing internationalization, Shepherd has a few potholes.

Why internationalize a campus? At Shepherd we answered simply in terms of our primary learning outcomes, which are based on the guidelines of the Association of American Colleges and Universities (AAC&U): To foster global understanding and respect, support multiculturalism and diversity, provide opportunities for international/intercultural experiential learning, and to promote and engage students in life-long learning. At Shepherd we are working to more deeply infuse international and intercultural themes and activities into the fabric of our institution. The potholes have not been overwhelming, but they are there, even on the best of roads and for the best of drivers. The key to overcoming these potholes has been a holistic approach and broad participation by the campus.

When I arrived at Shepherd University in the summer of 2008 to serve as Dean of the School of Business and Social Sciences, I was taken aback by the lack of an international student population. I then realized there was no international office, no faculty exchange programs, and few students going abroad. In fact, there were only a few short-term faculty-led study tours. This stood in stark contrast to my previous institution, University of Central Missouri, and Dr. Joy Stevenson's highly developed, dynamic, and expertly managed Office of International Programs. My many experiences at Central Missouri have also informed this article.

In 2010 Shepherd's Vice President for Academic Affairs, Dr. Mark Stern, charged me with putting together a team to develop an interdisciplinary International Studies Major, and the program was nearly through the approval process when our efforts were put on hold by the university's President, Dr. Suzanne Shipley. Our President rerouted several of us, an Internationalization Leadership Team, to the American Council on Education (ACE) Internationalization Collaborative Lab (the delay was partly due to our General Studies reform which was not yet complete). The ACE collaborative lab was a great experience that inspired and guided us in the development of our "Internationalization Strategic Plan, 2012-2022." The plan evolved from a campus-wide conversation through which we identified five broad goals: develop an international center with an international director; recruit international students; develop student and faculty exchange partnerships; increase on-campus programming with international and intercultural themes; and engage in ongoing assessment of progress on the goals.

After completing the internationalization strategic plan, we hired a Director of International Initiatives (now International Affairs) who created an International Office; updated our campus survey of faculty and staff international experience and expertise; created an Internationalization Advisory Council; established an interdisciplinary Global Studies B.A. program involving nearly every department on campus; was designated a *J-1 visa sponsor* by the U.S. Department of State; increased our international student population; written and approved a set of guidelines for faculty-led study tours; established Community Connectors in support of our international students; held receptions for international students; expanded the International Student Association and created a Pan-African Student Association; hosted two ambassadors from Africa; organized a Model UN inaugurated Teach-ins with international themes; sponsored an African fashion show; hosted National Geographic's Giant Traveling Maps of Europe and Africa; established the Welch Distinguished Awards Committee (Fulbright); held a Fulbright informational workshop; sent a Fulbright scholar to Nicaragua; gave out numerous Create the Future Awards for students and faculty for international study; celebrated Geography Awareness Week, GIS Day, and International Education Week with special activities; continued the Study Abroad Fair and photo contests; negotiated with international student recruiting companies; strengthened connections with the Shepherdstown Rotary in co-sponsoring events and projects; engaged in negotiations with institutions in Turkey, Cyprus, Mexico, and Japan for possible partnerships; and, most significantly, established a chapter of Phi Beta Delta, with 16 inductees at its founding this past spring. The budget for this litany of events, developments, and

achievements has been slim, in many cases funding collected from assorted pots of departments and organizations working together.

It should be noted that the campus culture at Shepherd requires that conversations be held with the entire campus; inclusivity is a campus value and expectation. When we engaged in General Studies reform in 2010-2011, it truly was a campus-wide conversation, i.e., engaging people from each academic department to Student Affairs and the workers in Facilities Management. Our internationalization team was informed by that experience. This experience and the campus culture helped us face the potholes, the challenges on the road to campus internationalization.

<div align="center">

Potholes and Strategies

</div>

Pothole #1: People understand internationalization

Do not assume that everyone understands the concepts of internationalization, globalism, and globalization. You need to define and distinguish them. You will need to "sell" people on the value and significance of internationalizing your campus. Recognize that there's a body of knowledge about global studies, globalization, and best practices in this realm. Trust your colleagues to know, or learn, that body of knowledge. Utilize the extraordinary resources of the American Council on Education (Internationalization Collaborative Lab), NAFSA, Phi Beta Delta, and the Association of American Colleges and Universities (AAC&U). Cultivate the strengths of your employees, and that may mean a lot of face time rather than e-mail and bulletin board postings.

It is important to begin with a question: Why do people want to get involved in internationalizing a campus? The reasons are varied: some individuals have had international expertise through academic study, or professional experience with a multinational corporation or government agency; some may have great memories of a special study abroad experience. They may want to pay it back because that international experience had deep personal meaning to them/or meaning to someone important to them; they may want to pay it forward to the next generation, to help others experience the "life-altering high" of studying abroad. Many are altruistic and want to help solve the problems of the world through education and advocacy, to promote global understanding and champion social justice through action. And very importantly, many believe that diversity and multiculturalism add vibrancy and excitement to a campus community. International students and faculty teach us about their cultures and help us to see our own more clearly.

Naturally, you will encounter some "strategic tension," that gap between what people say they want, internationalization, and what they are willing to do to change and/or add to their work routines to make it happen. The devil is always in the details, but do not let that be a deterrent, let it be a challenge.

Pothole #2: The cookie cutter approach

There are no recipes or well-worn paths to internationalization, no quick fixes or perfect models. First and foremost, utilize the institution-wide values and perspectives and consider how these fit into existing models. Your campus does not have to reinvent the wheel; use its existing infrastructure, physical and human. Some areas may only need tweaking. In other words, interpret and promote internationalization within the institution's mission, vision, and strategic goals. At Shepherd we actively gathered data for a SWOT analysis, and worked to garner campus buy-in in the earliest stages of this process, involving students, staff, faculty, and members of the local community. The Shepherd community had already embraced its five core values: Learning, engagement, integrity, accessibility, and community. The university's mission statement became the anchor for the campus-wide conversations: "*Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas.*" By virtue of its geography, Shepherd University is a gateway to the world, it is also a gateway into West Virginia, and more broadly, into the greater Appalachian region.

Pothole #3: Sweeping comprehensive internationalization

"Think comprehensively, but act incrementally," that is the advice from the AAC&U. Use institution-wide perspectives, but small working groups, well-run focused meetings, and logical incremental steps. Pilot some initiatives and don't be afraid to weed out those that do not make the grade. Do not expect to meet with the faculty as a whole as one person or a small dissenting group can quickly sabotage a worthy project.   Assure that you have voter support before a vote is taken.   Do not ignore the students as they may give you the greatest momentum of all for your initiative. Student voices, as you know, are potent with administrators and donors.

Pothole #4: "I can do this on my own"

No, it takes a *village,* a village working collaboratively. Involve students, staff, and faculty every step of the way. Reach out to them in meetings, e-mail, Sakai or Blackboard, Facebook, and Twitter. Identify your key players, those most interested and committed, and try to harness the passion and energy and route that passion and energy into internationalization initiatives. Look for potential synergies as, for example, political science and global studies, the arts and business, nursing and nutrition, psychology and social work. There's a place for everybody in this village. Invite people into leadership roles, and give them opportunities for a "personal touch" in a project. They don't need a title to be a leader! (From the title of the book by Mark Sanborn, *You don't need a title to be a leader.* Colorado Springs, CO: WaterBrook Press, 2006.).

Pothole #5: Everyone will think this is a great idea!

Let's be realistic, this is higher education, not Kumbaya around the campfire. We must deal with issues of territoriality and conflicting views. Logic does not always prevail, but do not

assume that an opposing view is irrational as it may be pioneering and stir innovation. You will argue as a campus, but share openly your ideas, brainstorm with respect, be innovative with ideas, and seek to be creative problem solvers. Don't let people come to the table whining, invite them to the table and ask for strategies and solutions. Those who insist on stirring the pot, handing out poison, and undercutting their colleagues eventually may get sucked into a pothole. Don't let the interpersonal wrangling shut down your projects; if people wish to throw sand in the sandbox, work around the sandbox to positive ends.

Pothole #6: Resistance to change

Every institution has a sloth; a sloth is slow to move and slow to act, a drag on your momentum, usually quite content with the status quo. He or she may be the faculty member with yellowed lecture notes and outdated data. The sloth at times might be an obstruction, even an irritant, but the sloth may also have good ideas. Entertain those ideas, and if he or she is slow to move, look for other routes, groups, and individuals to move you forward. Move strategically and fast to launch a new project or to get a new program in place.

Pothole #7: Internationalization is for the social sciences

Internationalization is for everybody and it needs to engage the campus as a whole; it needs to be woven into the institutional fabric. The "silos" of higher education and the resultant tensions and jealousies can slow and detract from progress. Avoid a vacuum of ownership in the social sciences or any discipline or set of disciplines. Involve the campus as a big family, each with something to offer, and you can likely avoid the worst of the siloing. Avoid capitulating to special interests or specific silos, and never use siloing as an excuse for shutting down.

Pothole #8: It can't be done…we don't have the resources

State funding for our university is about 16%, with more cuts on the horizon, and that has become a common condition across the country. Look for new wells. We have a new President who is finding new wells and capitalizing on the motto: "Excellence, Innovation, Opportunity." One of her first initiatives was to interest our flagship institution, WVU, into planning a health care clinic for our campus, in part, to support a growing international student population. Another initiative is to expand the market for our university clothing, with revenue plugged into important initiatives like internationalization. The institution is also seeking donors to support such worthy projects as Model UN.

Pothole #9: We are not fundraisers

Maybe fundraising is not your cup of tea, but you can give people reasons to give! Excite them, involve them. Our International Office has established a new program, "Community Connectors," who connect with our international students by providing welcome baskets, invitations to their homes, transportation, and various forms of mentoring. Have your Foundation

people share information on annual giving, major giving, and planned giving to people interested in international initiatives. Work with your Alumni Office in building a database of international alums, and to track those alums for possible future donations. Invite a Foundation officer to your meetings and ask them to serve on your internationalization advisory council. Our new President recently added the Director of Giving and the Director of University Communications to her Executive Staff.

At Shepherd we are trying to do a better job of messaging to our alums and greater community. Our students do an extraordinary amount of community service in service learning projects throughout the year. We need to grow our students into life-long community servants and philanthropists, those who will want to give back to our programs in the future. Most importantly, show energy and ambition in whatever you do; people want to get involved and to support your successes!

Pothole #10: Failure to give credit and recognition

Acknowledge! Acknowledge! An institution needs to support creative and effective people, e.g., with operating funds, course releases, feature articles and awards, thank you notes, stipends, and professional development funds for retooling and attending conferences. Invest in the faculty and staff and utilize your institution's reward structure; it may need to be tweaked, and that may involve reviewing and revising tenure and promotion expectations. Shepherd's Create the Future Fund, established by our former President, rewards students and faculty for outstanding proposals to study and conduct research outside of our borders. Our new chapter of Phi Beta Delta recognizes excellence in international education, exchange, and internationalization. Our Distinguished Awards Committee guides applications and recognizes people who receive special awards such as Fulbright. The Office of University Communications is energetic and aggressive with news releases, feature articles, and spotlights on students and faculty through both traditional and social media outlets. Largely due to their work, our Giant Map of Africa had more than 700 student visitors who engaged in varying levels of map activities this past April.

Pothole #11: Failure to invest in leadership

The institution needs someone in a central office to carry the baton, to coordinate internationalization, and to pull the diverse strands of the campus together. Have that person report directly to the Provost, or if possible, include that person in the executive management team. Provide that person regular access to the Board of Governors and, of course, involve the Board members in aspects of campus internationalization. The McMillan Fund, named for a local business family, supports and lends prestige to our new Office of International Affairs. The International Office recently received a Capacity-building Grant of nearly $50,000 in support of study abroad, i.e., to provide professional development toward certification for the study abroad director and to support the director in developing best practices for the office.

The International Office is working to cultivate and develop leaders among the students, staff, and faculty. Graduate students in the College Student Development and Administration (CSDA) program have done their graduate practica in the International Office. Students in the International Student Association and Pan-African Student Association, with some guidance from that office, coordinated the visit of two ambassadors to our campus last year. There are many opportunities for "leaders in training," and remember that leaders do not always have to lead from the front; allow people to lead from the sides or behind…know your people and their strengths and invest in them.

Pothole #12: Consider only cognitive learning (knowledge)

Shepherd's *Internationalization Committee* identified three broad learner-centered objectives for international and intercultural learning. These are linked to the LEAP standards and high-impact practices endorsed by the AAC&U and adopted by the Shepherd University community. The campus community also utilizes the six levels of *Bloom's Taxonomy of Educational Objectives*: knowledge, understanding, application, analysis, synthesis, and evaluation. The broad learner-centered objectives for international and intercultural learning are:

> **Knowledge:** Graduates will have knowledge and comprehension of international and intercultural issues, events, and conditions.
> **Skills:** Graduates will apply international and intercultural knowledge and understanding to the analysis of issues, questions and problems in both domestic and international settings. Graduates will thus be able to synthesize and evaluate from those analyses.
> **Disposition/Attitudes:** Graduates will use their international and intercultural competency to evaluate and value differing perspectives, rethink and reformulate their views, and adapt to new and culturally diverse environments.

Some of the greatest learning will be affective qualities, attitudes, and values. Seek both breadth and depth of knowledge with quality programs, of course, but recognize that some of the greatest learning will be outside of the classroom in co-curricular events and projects, a study tour, an international talent show, or an international internship.

Pothole #13: "I don't have time," whined Susie

Don't dismiss Susie, or any individual, because you may miss out on a great proponent of global studies and internationalization. Susie may be unusually stressed at this point in time. Issue her a special invitation to an event, and she may rethink her schedule. You might ask people to prioritize their activities and commitments to see where internationalization falls.

Pothole #14: Develop programs for others to implement

The "others" of the world will not have your passion and commitment. Simply put, you and your team must implement them.

Pothole #15: Let the assessment office take care of assessment

Engage in continuous quality improvements through regular and rigorous assessment of courses, programs, services, and campus-wide internationalization. That means face-to-face discussions on how to close the assessment loop. Assessment is not someone else's job, it is everyone's job. (A sample assessment piece is included below.)

While the road has been mostly smooth at Shepherd University, we have had to avoid some potholes and fill others, recognizing that these are first steps with many challenges ahead. A pothole is a cave of negativity, like getting stuck on a railroad track, and that can be deadly to any initiative. Focus your attention on the "can do" folks who think holistically, some of those will be students, and then move incrementally and strategically into the future. Be a "pothole person," or a "pothole team," those who fill the holes and fashion a smooth pathway ahead.

Assessment Guide for Campus Internationalization

Expected Outcome	Assessment Tools	Assessment Results	Changes Based on Results
Assess student learning: courses			
Knowledge	Core Curriculum		
Skills	Student Outcomes		
Dispositional	and Rubrics		
Assess the efficacy of the International Office			
Effective response to service requests on campus	Feedback from campus units		
Effective coordination of study tours/exchanges	Feedback from faculty and students; evaluation forms		
Effective programming of events & activities	Audience evaluation forms		
Effective advising on international study	Student surveys		
Effective services for international students	Student surveys; student needs assessment		
Effective evaluation of transcripts & other international documents	National standards of NAFSA, etc.		
Effective processing of international students/study abroad students	National standards of NAFSA, etc; feedback from students		
Effective marketing	Numbers of students; participation in events & activities		

Effective programming for international faculty	Feedback from faculty		
Effective grant writing/budget requests	Number & size of grants/funding sources		
Assess efficacy of Admissions Office			
Effective marketing	Feedback from students		
Effective recruitment	Number of students		
Effective processing of international students	National standards of NAFSA, etc.		
Assess progress on campus internationalization			
Effective organizational structure	Evaluation of services & activities		
Enhanced international educational opportunities	Number of study tours, exchanges, internships, research projects, etc.		
Increase in numbers of international students at Shepherd	Number of students		
Enhanced international research/engagement, including international partnerships	Number of research projects & partnerships; impact on students & faculty		
Effective assessment strategies	Rubrics, evaluation forms, surveys, feedback		
Effective service to university mission	Feedback from campus community		

About the Author

Dr. Ann Marie Legreid is currently Dean of Business and Social Sciences at Shepherd University in Shepherdstown, WV, a public liberal arts institution (COPLAC). She participated in the American Council on Education (ACE) Internationalization Collaborative Lab. In addition to serving as the chair of the Shepherd University Internationalization Advisory Council, working with its advisory subcommittees for study abroad, global partnerships, and the new Global Studies B.A. program, she is also Campus Coordinator for the Shepherd chapter of Phi Beta Delta. She was a Fulbright Scholar to Norway and the recipient of the Crown Princess Martha Award from the American Scandinavian Foundation (NYC). Her research interests lie primarily in migration and population studies, with a focus on the Nordic countries. Dr. Legreid received her Ph.D. and M.S. degrees in geography from the University of Wisconsin-Madison, and her B.S. in geography from the University of Wisconsin-River Falls. Her specialties are European, Canadian, cultural, urban, and historical geography.

A Comprehensive Internationalization Challenge:
Learning from Failure Or, When Your Best Just Isn't Good Enough

Carl V. Patton, Ph.D.
President Emeritus, Georgia State University

We are told from childhood to learn from our mistakes and to pick ourselves up and start all over again. Moreover, self-help literature abounds on "the art of failing", "making peace with failure", "moving past failure", etc.

Do we want to improve our internationalization competency by learning from failure? How many of us will even admit that we failed at something? Let's be realistic. We've all failed. So, if we are going to learn from failure, improve our skills at internationalization, and manage strategic change, we need to understand why policies and programs fail.

Types of Failures[1]

There are a range of failures, from minimal mistakes and errors we make every day, through failures that give us a life lesson, to catastrophic failures that are extremely difficult from which to recover. In the sciences, there are failures that lead to new insights, for example the mistakes along the way to the invention of a new drug that result in other drug discoveries. I want to focus on the more common types of failures that professionals encounter in their work lives: program/project or policy failures.

From childhood we are told that failure builds character, and if we haven't failed, we haven't tried. In our professional lives, when we've had a project fail, we've either been blamed for it or have had a supervisor tell us that the project may have failed, but we are not a failure. Much of this has been codified in current-day professional advice.[2]

Rather than being an exception, project failure is normal. It takes many forms. No matter how hard we think, we can't come up with the right answer. No matter how hard we try to implement a new project, things don't work out.

Let's think about one of our Internationalization Failures

Why did our idea not work out? How did a program fail? Why did we get unintended consequences? Who is to blame? Could it be that our best just isn't good enough? There are many reasons policies, programs and projects fail,[3] but there are two primary types of policy failures. There is ***program*** failure, where a good solution is implemented badly, and there is ***theory*** failure, where a bad solution is implemented perfectly. A bad solution could be implemented badly, and I will touch on that later.

Failure can be informative if shared. This means that we as professionals should report on failures as well as successes. However, few professionals will admit their mistakes since failures are seldom rewarded. Moreover, many failures that could provide useful guidance are not shared

because most journals have a "success" bias. Oftentimes, however, a policy failure where "NO" was the answer can provide useful information.

Theory Failures

One of my failures involved paying students to study abroad. Throughout my career, I had taken students to study abroad. In fact, I co-founded a study abroad program in Greece in the mid-1970s. Students always struggled with finding enough money to study abroad, so I felt that if only more funding could be provided, we could entice additional students to study abroad.

When I became a university president, I was involved in developing a fund that would help finance such students. The program was implemented properly, but the theory was incorrect.[4] While the program had numerous positive benefits, and the additional money helped make it easier for students who already intended to study abroad to do so, it did not attract additional students. Controlling for increases in total student body size, the additional funds did not result in a greater proportion of the university's students involved in international study.

A second "NO" example involves the many states across the nation that developed merit-based scholarships to increase the number of STEM degrees. This was another incorrect theory, as it *reduced* the probability that students would earn STEM degrees.[5] Essentially, students who entered the STEM fields but who could not maintain the "B" average required to retain the scholarships, transferred to non-STEM fields in order to keep their financial aid. Both of these examples would be considered *theory* failures: they were bad ideas.

Program Failures

There are also *program* failures where a good idea is implemented badly. Implementation fails in many ways. In addition to obvious reasons we all have experienced (inadequate communication, poorly trained staff, poorly motivated staff, etc.), many failures result from not gaining consensus on outcomes before implementation as well as from problem redefinition by superiors during implementation. And, of course, we cannot forget that political reality can skew program implementation. Sometimes, it is just the wrong time for a particular idea.

Even worse, design and implementation are often two separate processes. If the implementation staff are not involved in the design process, there are certainly going to be disconnects. There is a lot of talk about leaders needing to empower staff, and I would argue that that means senior officials should involve implementation staff in the design phase. The staff members on the front lines know what works and what doesn't. The flip side of this coin is that staff have an obligation to continue developing the skills needed to do their jobs.

Sadly, even when designers and implementers work together, things can go wrong. If staff members could quickly tell superiors when things are not going well without fear of recrimination, bad results could more often be avoided. Too often this communication does not happen. Superiors and staff frequently dig deeper and deeper holes when projects start to derail. Part of this has to do with the fear of being blamed for the underachievement, but another aspect

may have to do with misunderstanding sunk costs: the program equivalent of putting in good money after bad. This reluctance to halt a poor project also has to do with cogitative dissonance, and, unfortunately, error denial increases as we go up the organization chart. All of this is another way of saying that there are more ways to fail than to succeed. An example of this is the case of cheating in the Atlanta Public Schools.

Theory and Program Failures

Cheating in the Atlanta Public Schools by teachers who changed student answers on tests is an example of both a theory failure and a program implementation failure.[6] This well-known and well documented case involved the idea of paying for teacher performance. The core idea was that paying teachers for performance based on their students' test performance would cause students to learn (test higher). Student performance on standardized tests did not increase, and teachers resorted to changing student answers on scantron sheets. Paying teachers for student performance was a bad theory.

This program was also implemented badly in that teachers were not properly trained for remedial teaching, and there was a pervasive culture of fear in the school system. The superintendent ruled by intimidation.

The unintended consequences of this was that the combination of performance bonuses and non-forgiving leadership led teachers to cheat. There were even "erasure parties" where teachers got together over pizza to change the answers on student answer sheets. Unfortunately, many people throughout the school district knew about this cheating but failed to come forward for fear of self-incrimination or retribution. When statistical analyses of testing results indicated irregularities, a state-level investigation uncovered the truth. Numerous teachers and administrators were eventually tried, convicted and lost their jobs. A number were even sent to prison. Of course, the students suffered irreparable harm.

The private sector has also been involved in these kind of cheating and cover up scandals. Volkswagen[7] and Takata[8] are two well-known examples in which an organization's managers are not forgiving and errors do not necessarily drive change. This kind of behavior encourages people to cover up mistakes or cheat. Of course, the problem worsens as it fails to be addressed. Eventually the failure is exposed, colleagues blame one another, morale declines, fines mount, and employees even fear jail time.

In the Volkswagen case, like in so many others, the problems were well known throughout the organization years before they became public, yet they were covered up rather than the knowledge leading to corrections.[9]

Learning from Failure

Failure usually has repercussions, and most of us eventually pay for our mistakes. Airline pilot crews have the best record of avoiding punishment by reporting personal and colleague mistakes, apparently because the potential cost of not reporting is death.[10]

What do these several case examples have to tell us about improving our professional practices in the area of internationalization?

In terms of management responsibilities, we need to ask *why* something failed, not who did it. We need to delegate authority as well as responsibility and give immediate feedback. I mentioned above that "NO" is sometimes an answer, so we need to kill a project if it is not solving the problem, solving the wrong problem, or is impossible to implement.

Likewise, these cases tell us that staff have responsibilities as well. Staff members need to feel they can alert those in authority when disaster looms. And, we need to fail fast. A quick termination of a bad idea is much better than a prolonged loss. We have to realize that this failure is not necessarily the end and that programs can have multiple deaths and rebirths. And a suggestion in these litigious times: preserve your project records and protect your back.

We can learn from failure, as failure can fine tune efforts for the future, but we need to keep a play book and share our failures with colleagues, as hard as that might be. We should also use failure to assess our own capabilities. What education /training do we need? We might also ask if a particular job is worth our effort. And, these failure episodes should let us question ourselves: are we cut out for leadership? Why do we keep seeking promotions?[11] Most of us are programmed for progress. We think more is better. Stability looks and feels like failure. Perhaps experiencing a failure is the proper time to assess our professional and life goals.

Moreover, managers need to realize that we share the blame when we give subordinates impossible tasks. We also share the blame when we do not enable subordinates to obtain the tools for success. It is important to realize that subordinates will learn from failure only if (the organization) is forgiving.

Takeaways

Some ideas are not worth implementing, and fine ideas are often implemented inadequately. "NO" is an answer, if only we pay attention. Unfortunately, there are more ways to fail than to succeed. As a result, we should not be afraid to fail fast and share our failures with our colleagues. As difficult as it is, we need to have the courage to speak truth to power when things are not going right.

A Modest Proposal

At the 2016 Phi Beta Delta International conference held in conjunction with NAFSA, I made the proposal for the "Outstanding Failure" award. I suggested that this award ought to be given annually by Phi Beta Delta and NAFSA for the failure that teaches us the most, in order to encourage us to share our failures. I meant this proposal in all seriousness. Both of these organizations are supportive of staff development; continuous improvement and learning from failure should be part of the process. If there were easier access to internationalization ideas that failed, we could more rapidly improve our professional competence.

A Cautionary Conclusion

We can do our personal best and still fail. We need to support our colleagues, have a life outside of work, keep learning new things and be ready to move on.

Failure is going to happen. The question is: How we will respond?

References

Allan, P. (2014, June 30). How to move past failure. *LifeHacker.* http://lifehacker.com/ how-to-move-past-failure-1597951611.

Bacal, J, (Ed). (2014). *Mistakes I made at work: 25 influential women reflect on what they got out of getting it wrong.* New York: Penguin.

Brooks, A. C. (2015, September 6). Rising to your level of misery at work. *New York Times*, p. SR9.

Cowley, S. (2016, February 24). Report cites faked data by Takata. *The New York Times*, p. B1.

Davenport, C. and D. Hakim. (2016, January 5). U.S. sues Volkswagen for cheating on emissions tests. *The New York Times*, pp. B1, B3.

Davis, J. (2016, January 26). Bill would boost gpa of hope scholars who take tough classes. http://www.ajc.com/news/local-education/bill-would-boost-gpa-hope-scholars-who-take-tough-classes/DREnKnjVMKksHjrVU6TSaO/.

Ewing, J (2016, April 26). VW presentation in '06 showed how to foil emissions tests. *The New York Times.*

Firestein, S. (2016). *Failure, Why science is so successful*. New York: Oxford University Press, 2016.

Georgia Public Policy Foundation. (2015, April 16). *The Atlanta public schools cheating scandal*. http://www.georgiapolicy.org/2015/04/the-atlanta-public-schools-cheating-scandal/. See also: Strauss, Valarie. (2015, April 1). How and why convicted Atlanta teachers cheated on standardized tests. *The Washington Post* (on line).

Goodman, L. M. (2015, December 15). Why Volkswagen cheated. *Newsweek* (on line). http://www.newsweek.com/2015/12/25/why-volkswagen-cheated-404891.html.

James, G. (2011, August 31). Top 8 reasons you are failing at your job." *MoneyWatch* (on line). https://www.google.com/#q=James%2C+Geoffrey.+%E2%80%9CTop+8+Reasons+You +Are+Failing+at+Your+job

Patton, C. V. (2009, April 3). Benefits from a mandatory international fee. Presentation at the 23rd Annual Conference of Phi Beta Delta, Miami Beach, FL.

Patton, C. V., D. Sawicki and J. J. Clark. (2013). B*asic methods of policy analysis and planning* (3rd ed.). Boston: Pearson / Taylor and Francis.

Sjoquist, D. L. and J. V. Winters. (2015, August 15). The effect of Georgia's Hope Scholarship on college major: A focus on STEM. *IZA Journal of Labor Economics*.

Sjoquist, D. L. and J. V. Winters. (2013, May). State merit-aid programs and college major: A focus on STEM. *Bonn: Institute for the Study of Labor (IZA) Discussion Paper No. 7381*.

Syed, M. (2015). B*lack box thinking: Why most people never learn from their mistakes – but some do*. New York: Penguin.

Tardanico, S. (2012, September 27). Five ways to make peace with failure. *Forbes* (on line). http://www.forbes.com/sites/susantardanico/2012/09/27/five-ways-to-make-peace-with-failure/#2da2706c376c.

About the Author

Carl V. Patton, President Emeritus and Professor of Public Management and Policy at Georgia State University, has taught and conducted research across the U.S. and in Greece, Indonesia and China. During the 1970s and 1980s he co-developed and ran a for-credit study abroad program in Greece. He holds a Ph.D. in Public Policy from the University of California, Berkeley. With David Sawicki and Jennifer Clark he recently published the third edition of *Basic Methods of Policy Analysis and Planning*. His other book topics include quick answers to quantitative problems, infrastructure deterioration, user-built housing in developing nations, and early retirement options. He serves on the boards of Legacy Ventures and the Haberman Foundation.

---

[1] Adapted from Firestein, 2016

[2] Allan, 2014; James, 2011; Bacal; Tardanico, 2012.

[3] Patton, Sawicki and Clark, 2013.

[4] Patton 2009.

[5] Sjoquist and Winters, August 2015; Sjoquist and Winters 2013; Davis, 2016.

[6] Georgia Public Policy Foundation, 2015; Strauss 2015.

[7] Goodman, 2015.

[8] Crawley, 2016.

[9] Two years before the compromised pollution control systems were installed in 2009 for cars that were sold to the public, Wolfgang Hatz, head of diesel engine development at Volkswagen, was filmed complaining about the expectations of the California Air resources Board (Davenport and Hakim 2016). Moreover, there is a report of a 2006 Volkswagen PowerPoint on how to cheat the emissions tests (Ewing 2006).

[10] Syed 2015.

[11] Based on Brooks 2015.

15

Shedding the Professional Gaze:
Lessons from Faculty Development in Jamaica

A. Rafik Mohamed, Ph.D.
California State University, San Bernardino

Abstract

In January 2016, I co-organized a Jamaica cultural immersion and faculty development trip in which ten professors from two Southern California universities participated. Our objective during the week-long program was to explore opportunities for faculty to incorporate community immersion and engagement into existing international programs, and to help conceptualize new international study abroad programs featuring a community engagement component. A growing body of literature has demonstrated the importance of cultural immersion and community engagement experiences in advancing critical thinking and global competencies in students,[1] but fewer papers have shifted the lens to faculty as they are first introduced to conditions similar to those of students studying abroad. This descriptive paper focuses on the Jamaica trip as a backdrop to discuss some of the challenges and opportunities for faculty leading community engaged study abroad programs.
Keywords: Cultural immersion; cultural competence; deficit perspective; faculty development; Jamaica; professorial gaze; privilege; study abroad

> *Close both eyes, see with the other one. Then we are no longer saddled by the burden of our persistent judgments, our ceaseless withholding, our constant exclusion. Our sphere has widened and we find ourselves quite unexpectedly in a new expansive location, in a place of Endless Acceptance and Infinite Love.*
> - Gregory Boyle

Professors in Paradise

In a recent keynote address delivered at the Council of Colleges of Arts and Sciences, Physicist Dr. Jim Gates[2] said of academic inquiry, "You can't just sit in a room and figure it out." Consistent with his assertion, a growing body of literature has highlighted the transformation of the traditional college classroom from one existing solely within four walls, in which students are merely "the recipients of knowledge," to a more engaged learning environment where students are increasingly "sent outside" to "find knowledge" (Sánchez-López, 2013). Toward this end, numerous pedagogical articles have emphasized the importance of international cultural immersion and community engagement experiences in encouraging students to be active participants in the learning process and in advancing student critical thinking and global competency (Lessor et al, 1997). Less frequently has the lens been turned on faculty as they are asked to lead students down this evolving road of intellectual exploration, particularly in cases where they, too, are still learning the social landscape of their host country.

Instead, the general presumption seems that the broad training faculty members receive as teachers also prepares them to direct students in this shift to engaging with learning environments abroad.

In January of 2016, I was invited to serve as the co-facilitator and organizer of a cultural immersion and faculty development trip to Jamaica. The invitation stemmed from the success[3] of an interdisciplinary Jamaica study abroad program that I, along with a colleague who specializes in tying curriculum to community engagement, have directed for the past eleven years. In total, ten professors from two Southern California universities took part in the trip. Program organizers deliberately sought involvement from faculty representing a diverse cross-section of disciplinary backgrounds. Accordingly, those ultimately selected for participation were professors of Anthropology, Business, Communication Studies, Education, English, International Relations, and Mathematics. They spanned the gamut of academic ranks from a post-doctoral fellow to full professors. Several, but certainly not the majority, had previously served as faculty members in lager multi-course study abroad programs. Some, but again not the majority, had conducted research or field work in international settings. A few of the faculty members had also incorporated community engagement components into courses at their home institutions. But none of the participants had experience directing or teaching in small, faculty-led study abroad programs, and none had experience blending study abroad curriculum with community immersion.

Our primary objective during this week-long program was to take advantage of our institution's established footing in Jamaica to explore opportunities for faculty to incorporate immersion and community engagement into existing international programs, and to facilitate the conceptualization of new study abroad programs with meaningful community engagement components. By experiencing how we constructed our program in Jamaica, and collectively drawing from the new cadre of contributors' individual academic and international experiences, we hoped that participating faculty would find this exercise generative for exploring ways to effectively, intentionally, and meaningfully connect and co-create with community internationally and at home.

As an incentive for involvement and to mitigate financial anxieties that may detract from fully engaging with the program, professor participation was heavily subsidized by the faculty members' home institutions.[4] Airfare, lodging, ground transportation in Jamaica, fees associated with group activities, gratuities, and some meal expenses were covered by the program. In an effort to give faculty members a sense of our students' experience while abroad, we constructed a mini-curriculum and daily activity schedule that approximated "a week in the life" of a Jamaica study abroad student. Again, faculty participants represented a variety of disciplinary backgrounds, none had experience leading studies abroad, and only a handful had incorporated community engagement into their U.S. based courses.[5] Therefore, as is the case with our student participants, the curriculum we designed began with an exploration of "place" by offering historical and cultural context for their brief sojourn to Jamaica.[6] We also included literature for

discussion on faculty-led study abroad programs and community engagement in international settings.[7] Daily "lunch and learn" seminars were held as a forum to discuss specific readings and, more generally, to consider emerging questions about program development in international settings. Beyond that, we also incorporated formal and informal reflection opportunities so that participants might collectively consider and process their experiences and encounters in Jamaica. A number of co-curricular and extracurricular excursions that mirrored or approximated some of the activities our students undertake in the summer program were built in. Examples of these included visits to our community partner sites[8], a tour of a plantation great house[9], a "beach-to-bush" hike highlighting local history and geographical features, and an artisans' workshop hosted by Jamaican craftsmen and craftswomen.

Finally, we developed this faculty experience with an awareness that study abroad programs can often pose two significant challenges to student learning. First, they can tend to function more as extensions of host institutions in which students exist principally in an American bubble. Or, they can trend toward rapidly moving sight-seeing opportunities with limited substantive connection to the place from which students (and faculty) should ostensibly be gaining knowledge. The latter is particularly true for short-term study abroad experiences where relationship-building with local community members can be more challenging. It was our ultimate hope that involvement in our Jamaica faculty program might encourage participants to more deeply consider studies abroad as an opportunity to avoid these pitfalls by more consciously and purposively connecting the programs they were designing with community and place. Based on formal and informal faculty feedback, I think this objective was achieved to some degree. Inadvertently, our program also proved to be an opportunity to consider how faculty can respond to being "strangers in a strange land" and to some of the other challenges they may face in shedding what I refer to as their "professorial gaze." I will return to that theme after a brief overview of the undergraduate Jamaica study abroad program that served as the foundation for this faculty development experience.

Six Weeks in Mexico

Six weeks in Mexico changed my personal and professional life for the better. In the summer of 2003, I served as a faculty member for a large study abroad program in Guadalajara, Mexico. Prior to this experience, I had traveled abroad, but not extensively. And in these previous travels, my status was either solely as a tourist or principally as a family member visiting relatives in Canada, the Caribbean, or South America. As an undergraduate at a private institution with a significant international student population and cadre of faculty members whose research focused on international relations, I had seen countless advertisements for opportunities to study abroad. But, I never considered what traveling abroad in an academic context would add to my "knapsack of knowledge," and the naively perceived disincentives of being in a strange place surrounded by strange people effectively dissuaded me from taking advantage of one of these opportunities.

In the fall of 2002, at one of my previous universities, however, I was asked to apply as faculty for a large six-week summer study abroad program in Mexico. For context, I had only been to Mexico (Tijuana) as a teenager during a family trip to California; the last time I had attempted to meaningfully speak Spanish was in the eleventh grade; and in spite of having lived and worked in Southern California for more than ten years at that point, I knew embarrassingly little about our neighbor to the South. But, for reasons I'm still not quite clear on, as I am typically not that adventurous, I accepted the offer to get out of my comfort zone and was invited to participate in the program.

Guadalajara is not a tourist town, at least not in the conventional sense. Therefore, because of my physical appearance and feeble attempts to get about in Spanish, I was conspicuously non-native. Guadalajara is not (nor should it be) a city where one can reliably get by in English. Most of the cab drivers I encountered only spoke a few words of English. Spanish was the only language spoken among the employees at the Gold's Gym where I sought to negotiate a six-week membership. The cafeteria staff at our Mexican sister campus where classes were held were much more comfortable conversing in their native language. The gentleman who owned the little market near my hotel only spoke Spanish, and so on. While I found attempting to navigate daily encounters and transactions in another language in which I was nowhere near proficient both challenging and exhausting, for reasons too lengthy to go into in this paper, more than anything else I found the discomfort to be incredibly rewarding and enriching. Overall, I had a wonderful experience teaching and learning in Mexico, and I was determined to put myself in that strange and uncomfortable position again. Unfortunately, my gateway to Mexico had closed temporarily as, in the interest of curricular variety and faculty rotation, it would be another two years before I would be eligible to teach in the Guadalajara program again.

Nonetheless, I was still deeply influenced by my time teaching in Mexico and didn't want to lose the freshness of that impact by waiting several years before teaching abroad again. Beyond that, there were a few aspects of the Guadalajara program that I felt fell short of maximizing the benefits of studies abroad, particularly in regard to community engagement and connecting curriculum to place. Specifically, and succinctly: faculty teaching in the Mexico program were not asked to tailor their course content to Mexico or Latin America and, at the program level, there was not any meaningful structure involving interaction and co-learning with members of the local community.[10] Essentially, if they chose, both students and faculty could exist in a very insular American bubble without being encouraged to learn much about the culture or people of Mexico's fourth largest city.

With these interests and concerns in mind, I developed and proposed a three-week summer study abroad program in Jamaica. I chose Jamaica for a variety of reasons, including personal ancestral ties to the Caribbean nation. My maternal grandmother was an immigrant to the U.S. from Jamaica[11] and I had visited Jamaica on several occasions as a tourist; once, during a hiatus from graduate school, I spent ten days in there as a member of the production staff for a large music festival. But, more significant than my family ties, I felt Jamaica was a place where I

thought could meaningfully put on display for students what I've come to describe as the "paradox of paradise."[12] In spite of some faculty and administrative skepticism about the authenticity of a study abroad program in the Caribbean, the administration approved the program, and we accepted the first cohort of 17 students in 2006. The program has continued every year since, averaging from 20-25 students per summer and featuring coursework in Sociology, Marine Science, English, Communication, Philosophy, and Theater.[13]

A Small Place – Looking Beyond Paradise

The philosophical foundations of the undergraduate Jamaica program are rooted in the assumption that the independent island nations making up the Caribbean help form a comprehensive understanding of modern global societies, the difficulties faced by the majority of post-colonial nations in the developing world, and the privileges associated with citizenship in the post-industrial "first world." Through an interdisciplinary curriculum and a required community engagement component involving formal partnership with local community agencies, the Jamaica program offers undergraduate students[14] an overview of Caribbean society and culture from the beginning of the trans-Atlantic slave trade to the present. The program further encourages students to step away from their "first-world" gaze and consider the impact of European colonization from the perspective of the colonized and those forced into service or labor. Through meaningful interaction with Jamaican community members, students experience the day-to-day lives of people who live and work in a region with an identity that is inextricably tied to its colonial past and a contemporary economic dependence upon American and European tourism and trade. The program also seeks to have student participants develop an appreciation for the intrinsic value of Caribbean societies and to have our American students use the filter of Jamaican culture as an opportunity to critically evaluate their own racial, ethnic, gendered, national, and socioeconomic selves.

Jamaicans often refer to their homeland as "the land of contradictions." For the visitor on island holiday, Jamaica is presented as an idyllic tropical paradise. Visitors are sold a cultural fiction (or, at best, a partial truth) devoid of depth or complexity and rooted in "no problem" and "ya mon" stereotypes. But for many natives, Jamaica can feel like an inescapable pen characterized by poverty, corruption, crime, and an overall absence of self-determination. In her book *A Small Place*,[15] author Jamaica Kincaid writes of her similarly-situated homeland, Antigua: "It is as if, then, the beauty – the beauty of the sea, the land, the air, the trees, the market, the people, the sounds they make – were a prison, and as if everything and everybody inside it were locked in..." (Kincaid, 1988, p. 79). This is not to say that Jamaicans don't love their country and appreciate its beauty; the Jamaicans that we have come to know over the years are deeply proud of their homeland and heritage. But they are equally aware of the challenges their country faces and the role that their colonial past has played in shaping their present-day reality.

In a similar challenge as is offered by the approach taken with our students, we asked the participants in our faculty development program to consider the contradictions captured by this juxtaposition between the images of Jamaica put forward by the Jamaica Tourist Board and the vastly different economic and social conditions experienced by everyday Jamaicans. In doing so, through guided readings and semi-structured conversation, we asked faculty participants to open their minds to different perspectives and question the centrality of their own beliefs and assumptions about others. We did this with the understanding that in spite of "knowing better" and being exposed through formal educational training to relativist perspectives, professors can be just as inclined as their students to embody implicit biases, to get caught in restrictive ways of thinking, and to presume the supremacy of their specific disciplinary and cultural perspectives.

As a tool to advance this exercise in self-interrogation, we drew upon the complementary metaphors of "sunglasses" and "blindspots." Beyond physically symbolizing the sunglasses-donning tourist on holiday, metaphorically, sunglasses refer to the deliberate shading of what is otherwise in plain sight and that which allows us to shift our gaze from realities that are inconsistent with our purpose for visiting certain places. These disagreeing or contrasting truths are captured in Suzanne Gauch's (2002) discussion of "blind spots," in which she characterizes travel agencies and similar outfits charged with promoting tourism as intentionally complicit in marketing an incomplete image of the Caribbean to tourists, indulging the supremacy of the visitor's perspectives while simultaneously diminishing the viewpoints of local denizens. Since such "convenient ignorance" is often compatible with why people travel to exotic destinations in the first place, so that, rather than question our gaze, we – the travelers – often readily accept the blind spots and overlook what is otherwise hidden in plain sight.

Jamaican music provides an excellent example of this tendency of the tourist-consumer. Spoken underneath reggae music's irrepressible rhythms, to which so many tourists gleefully dance and relax, are often lyrics embodying suffering, dissonance, and an insistence that Jamaica be recognized as a "place" rather than a "space."[16] Like the overlooked messages embedded in the island's signature sound, visitors to Jamaica, regardless of the capacity in which they travel (e.g. conventional tourists, missionaries, students, or professors), often don't see these blind spots because they are not in our interest to see them, they don't jibe with why we are in that particular *place*, or the blind spots don't exist within the preexisting frameworks of our ideological structure and what we (particularly as scholars) are trained to value. In short, our limited gaze does not permit us to see things that are otherwise obvious, particularly to those people who have no choice but to contend with them as part of their everyday reality.

Interrogating Yourself & the Paradox of the Professorial Gaze

Philosopher-author Cornel West once asked, "What happens when you interrogate yourself? What happens when you begin calling into question your tacit assumptions and unarticulated presuppositions and begin then to become a different kind of person?" (West,

2008). One of the main challenges with this sort of catechization is the inherent vulnerability it commands and the accompanying requisite quiescence of "gaze" – the manner in which we look at things,[17] and the wealth of assumptions that are implicitly embedded in our perspective based on dominant statuses that we occupy. Paraphrasing Clare O'Farrell in her examination of Michel Foucault and the concept of "gaze," both the object of knowledge and *the knower* are constructed or shaped by their statuses and the environments that nurtured their belief systems. As an example, in their examination of "the medical gaze" and the wealth of presuppositions that doctors make almost reflexively, Benjamin Gray and Richard Gunderman[18] offer this analogy:

> *For a fish, one of the most difficult things to notice is the fact that it spends every moment of every day in water. Water is such a ubiquitous and ever-present feature of its experience that it goes through its days unaware of this utterly pervasive feature of its daily life. Something similar can happen to human beings, for whom constant features of daily experience can prove difficult to recognize and therefore difficult to understand with any degree of depth.* (Gray and Gunderman, 2016, p. 774)

Like the fish above, faculty submerged in the characteristic physical structure of universities and ubiquitous social circumstances that comprise the fabric of daily university life become our (professor's) "water" and create what might rightly be called a "professorial gaze." This manner of looking at things can be advantageous as it empowers the professor as the expert in a given field and instills in students and others the confidence to accept what this professor says as true, or at least worth considering. Indeed, that trust based on status is one of the key cornerstones of any teacher-student relationship. But, the professorial gaze can also be a hindrance in a number of ways. For example, in designating the professor as the one to be listened to, and positioning the student solely as "the recipient of knowledge," it establishes and reinforces the pedagogical problem presented at the beginning of this paper. Positioning professors as experts further gives faculty the illusion that we have little to learn from laypeople and often creates encounters in which all others exist as passive objects of study or as people who have something to be "taught."[19] Ultimately, our positioning as "scholars" and "experts" encourages us to interrogate others, but not ourselves.

The repetitious playing out of this status exchange can also have the macro-level effect of elevating the status of certain ideological positions in the academy while diminishing the social position of others. A good example of this broader application of the professorial gaze can be seen in academic and non-academic attitudes toward international educational opportunities, specifically the tendency to insist upon the supremacy of studies abroad in Europe. It is generally a presumptive given that sending students to Western European nations is inherently worthwhile in a learning sense, building on the American academy's assumption that there is intrinsic knowledge to be gained from spending time in European countries. In contrast, the attitude

toward less-developed and non-Western nations is often characterized by a "deficit perspective" rooted in an explicit or implicit premise that some cultural groups lack the sophistication or ability to advance just because of their cultural background (Silverman, 2011, p. 446). We mistake difference for deficit, approach these cultures "based on our perceptions of their weaknesses rather than their strengths" (Gorski, 2011, p. 152), and weaken ~~deteriorate~~ expectations of reciprocal learning for faculty and students. As a consequence, student experiences in developing and less-developed nations often have to have a community service or other "helping" component to be perceived as legitimate exhaustions of student and faculty time and resources. This not intended as a formal critique of these traditional approaches to studies abroad. Rather, it is a pointing-out of this dominant academic gaze and a suggestion that, even absent a "helping" piece, there is real knowledge to be gained by professors and students from the perspectives of those who hold comparatively subordinate positions and who call *home* the places that our gaze has conditioned us to view from the deficit perspective as "spaces." As West again offers, "It takes courage to interrogate yourself. It takes courage to look in the mirror and see past your reflection to who you really are when you take off the mask, when you're not performing the same old routines and social roles" (West, 2009, p. 8).

Returning to the Jamaica program, we invite our students to take on this challenge by critically considering themselves as visitors in Jamaica. Using Kincaid's text and other vehicles, we present them with (but don't accuse them of, or ask them to hold or own) an archetype of the "The Ugly American" similar to that described by Karen Smith Rotabi:

> *In lesser developed nations, our material wealth makes us particularly vulnerable to being out of touch with the realities of poor peoples, where we may appear lacking in compassion, arrogant and ego-centric. Alternatively, as Americans studying abroad, we may over-compensate by becoming paternalistic and offering our resources or advice as "experts," potentially alienating colleagues and the communities from whom we seek to learn.* (Rotabi et al., 2006, p. 452)

We extended the same invitation to the faculty who participated in our January program, asking them to consider the trip as an opportunity to self-interrogate and break through the professorial gaze. But, it was precisely this challenge of gaze-suspension that some (but certainly not all) of our participants seemed to have the greatest difficulty with. In spite of the fact that all participants had an expressed interest in studies abroad and international scholarship, and two were raised abroad (albeit in countries with European colonial legacies of their own to wrestle with), many still had a hard time taking their "sunglasses" off and looking beyond their culturally constructed blind spots.

Most assuredly, this resistance was not for lack of good intentions on their part, or even an inability to recognize the influence or bias of their gaze. But, being "confronted with radically different moralities and frameworks of meaning"[20] imposes a different truth from that shaped by

their formal training and implicitly embedded assumptions, and exposes the interplay between "the potential and limits of colonised thinking" (Mika & Stewart, 2016, p. 300). This is in contrast to what we have observed with our student participants, who often seem to have an easier time altering their gaze, seeing with "the other eye," and recognizing culturally constructed blind spots. I speculate that this is, in part, because students are far less invested in their gaze than professors are. After all, in a way analogous to how entitlement was learned by elite boarding school students in Shamus Khan's book *Privilege*, much of what we do as professors – intentionally or unintentionally – has the effect of teaching us to embody a privilege that is produced through years of academic training. Furthermore, the idea of this privilege is reinforced over time through the social structures and networks that exist in the academy. Setting aside that status to accept that a "layperson" – someone who hasn't gone through a similar gauntlet of academic study and professional vetting by the academy – may be a keeper of knowledge as, if not more, valuable than what one has to offer can be daunting to one's professorial identity.

In the particular case of our Jamaica faculty program, several participants experienced and expressed difficulty accepting things like gendered social spaces or "island time" as constructs to be understood in their context rather than judged. For example, casual nighttime social settings in Jamaica are dominated by young men, and women are conspicuously absent. This presented a challenge for some of our faculty participants, who presumed that this was a function of patriarchy and gender exclusion rather than something characteristic of other social arrangements and economic conditions. Regarding "island time," for a host of social and practical reasons, punctuality is not always at a premium in Jamaica, which many visitors to the island, including some of our faculty participants, interpreted as inconsiderate or irresponsible behavior rather than behavior indicative of other cultural and social factors.

Relatedly, comments and postures offered by some faculty members showed a reluctance to consider seriously Jamaica as a place that they could learn from. Instead, through what's known as the deficit model lens, they saw Jamaica as a space that needed to be "fixed." Even when asked to "interrogate themselves," the more recalcitrant seemed content with an ethnocentric gaze and intent on treating the Jamaica opportunity as a bit of a sightseeing excursion, safari, or otherwise some mission of self-service, one in which their gaze remained steadfastly "superior."

Final Thoughts

As mentioned at the outset, this is not intended to be a comprehensive reporting in any sense. Rather, it is a snapshot of one specific faculty's immersion experience. But I do think it offers some possible insights into how future programs like this might be constructed, and it identifies some important questions for faculty members to ask of themselves before, during, and after going abroad. In short, shedding the professorial gaze is challenging because it asks for us to suspend an identity that has come to define us professionally and socially. But it is a challenge

worth intentionally encouraging and planning for when preparing faculty excursions abroad. Ultimately, there is tremendous value to be gained from this shifting of gaze and from working to interrogate ourselves as faculty and question our "tacit assumptions and unarticulated presuppositions" (West, 2008).

Jamaica, like most places, is complex. But its complexity is too readily overshadowed by its beauty, its rhythms, and its common characterization as "paradise." Particularly as a study abroad destination, it's a locus exposing how deep tourist tendencies can run, inviting even us educated folks to hide behind touristy sunglasses, relegating Jamaica to being a *space* for vacationers and the gazes that accompany that often-distasteful posture, rather than positioning it as a *place* that is culturally distinct, relevant, and someone else's home. Because taking off our sunglasses is inconvenient, makes us uncomfortable, or otherwise challenges our preferred gaze, implicit biases, and privileged desires to exoticize the "other," like ordinary tourists. Faculty participants in studies abroad may just as willingly adopt a deficit perspective and reduce Jamaicans and others similarly positioned to a "subordinate and inferior class of beings" (Dred Scott v. Sandford, 1856). In doing so, as Jamaica Kincaid suggested of native Antiguans' common understanding of tourists, we only reinforce the perception that we're "human rubbish," when, in fact, the privilege implicit in our gaze should move us to remove our sunglasses and try as best we can to see the blind spots.

References

Dred Scott v. Sandford. (1856). 60 US 393.

Gauch, S. (2002). A small place: Some perspectives on the ordinary." *Callaloo*, 25(3), 910-919.

Gibson, A., & Sands, C. (2011). Intellectual engagement abroad: What is a critic to do? [with Response]. *International Journal, 67*(1), 241-253.

Gorski, P. (2011). Unlearning deficit ideology and the scornful gaze: Thoughts on authenticating the class discourse in education. *Counterpoints, 402*, 152-173.

Gray, B., & Gunderman, R. (2016). Lessons of history: The medical gaze. *Academic Radiology*, *23* (6), 774-776.

Hawthorn, K. (2013). Michel Foucault and the examining gaze.
    https://kirstyahawthorn.wordpress.com/sociology-2/

Kincaid, J. (1988). *A small place*. New York: Farrar, Straus, & Giroux.

Lessor, R., Reeves, M., & Andrade, E. (1997). Interdisciplinary team teaching on sustainable development in Costa Rica. *Teaching Sociology, 25*(2), 134-149.

Mika, C. & Stewart, G. (2016). Maori in the kingdom of the gaze: Subjects or critics?" *Educational Philosophy & Theory*, 48(3), 300-312.

O'Farrell, C. (2005). *Michel Foucault*, London: SAGE.

Rotabi, K., Gammonley, D., & Gamble, D. (2006). Ethical guidelines for study abroad: Can we transform ugly Americans into engaged global citizens? *The British Journal of Social Work, 36*(3), 451-465.

Sánchez-López, L. (2013). Service-learning course design for languages for specific purposes programs. *Hispania, 96* (2), 383-396.

Silverman, S. (2011). Cultural deficit perspective." *Encyclopedia of Child Behavior and Development*, 446-447.

West, C. (Featured in) Producer, Silva Basmajian (Producer), & Director, Astra Taylor (Director). (2008). *Examined Life* [Motion Picture]. United States: Zeitgeist Films (2008).

West, C. (2009). H*ope on a tightrope: Words and wisdom*. Carlsbad, California: Smiley Books.

About the Author

Dr. A. Rafik Mohamed is Dean of Social & Behavioral Sciences and Professor of Sociology at California State University, San Bernardino. He has been involved in international education for nearly fifteen years, and has published articles and presented conference papers on teaching and faculty development abroad. Dr. Mohamed has served as the director for an interdisciplinary study abroad program in Jamaica since 2006. His other research focuses on issues of racial identity and socioeconomic inequality in the United States, domestic drug policy, and sports sociology.

[1] College educators and administrators have increasingly realized the need to prepare students for citizenship in a global society (Lessor et al., 1997).

[2] Dr. Sylvester James (Jim) Gates serves as University System of Maryland Regents Professor, Center for String and Particle Theory Director, Distinguished University Professor, John S. Toll Professor of Physics, University of Maryland.

[3] It should be noted at the outset that our "success" in incorporating community engagement in the Jamaica program has been the result of years of trial and error, and it was helped along by the good fortune of recruiting excellent and outgoing students in the program's early years who bought into the idea of traveling differently.

[4] Over the years, we have found that in-country finances provide a significant source of anxiety for some students and distract from their ability to fully engage in their experience abroad.

[5] Some of the faculty participants had a relatable experiences or sets of expertise. For example, one participant had conducted extensive research in Sub-Saharan Africa; another specialized in International Relations; `another's academic focus was on African American and Caribbean literature. But, with the exception of the secondary emphasis on Caribbean literature mentioned above, none of the participants had any meaningful exposure to Caribbean societies, especially in regard to Caribbean history and culture, and the broader Caribbean as a living manifestation of European colonization and contemporary geopolitics.

[6] Toward this end, we asked faculty participants to read:
- *A Small Place*, by Jamaica Kincaid
- "A Small Place: Some Perspectives on the Ordinary," by Suzanne Gauch
- "To Hell with Good Intentions," by Ivan Illich.
- "Kinky Hair Blues," by Una Marson (a short poem)
- "To Da-Duh, in Memoriam," by Paule Marshall (a short story)
- "Sugarcane as History in Paule Marshall's "To Da-Duh, in Memoriam," by Martin Japtok
- "To Feel a Just Indignation," by Adam Hochschild

[7] Toward this goal, we asked faculty participants to read:
- "Multidisciplinary Learning: Interdisciplinary Teaching and Community Service-Learning in Jamaica," by A. Rafik Mohamed, John Loggins, and Carlton D. Floyd.

- "Interdisciplinary Team Teaching on Sustainable Development in Costa Rica," by Roberta Lessor, Margaret Reeves, and Enrique Andrade.

[8] We have established formal partnerships with a local preschool, a primary school, and a nearby residential facility for abused and at-risk girls. Our summer students have the option working with site coordinators at these facilities on collaborative educational projects. We scheduled visits to these partner sites for our January faculty participants which, at times, became highly interactive.

[9] Faculty members toured the Greenwood Great House, a sugar plantation estate completed by slave laborers in 1800 under the oversight of Edward Barrett (Elizabeth Barrett Browning's father) and his brother Richard Barrett. The great house was part of a massive estate on Jamaica's north coast near the port city of Falmouth, and was used by the Barretts primarily for entertainment. For context, faculty were asked to read a chapter from *Bury the Chains* in which Adam Hochschild describes the few physical structures that form the archeological skeleton of the plantation societies that dominated the Caribbean from the 16th through 19th centuries. In these descriptions, Hochshild also asks the reader to consider with whom or what visitors to the great houses are asked to identify with. In all cases, conspicuously marginalized or altogether absent are narratives focused on the bondsmen and bondswomen who made up the vast majority of these societies and whose forced labor provided the massive wealth that the Barretts and countless others enjoyed.

[10] The chief criterion for course adoption in the program was potential student interest, and I was invited to teach two of our major's more popular courses – Race & Ethnicity and Law & Society. While I chose to redesign my curriculum to focus more on issues of Latino-American identity and Latinos and the law, the program director made it clear that this was not a requirement. Insofar as community engagement was concerned, students and faculty could opt to live with host families in some of Guadalajara's more prosperous neighborhoods. Some students and a handful of faculty members took advantage of this opportunity. But, beyond this residential option and an optional weekly community-service trip to a local orphanage, there were no structured opportunities to engage with the local community.

[11] My grandmother was born and initially raised in Jamaica. She immigrated to the United States at the age of 10 but maintained close ties with her Jamaican family and routinely hosted Jamaican relatives in her suburban Washington, D.C. home.

[12] The specific contradictions we sought to highlight through our undergraduate study abroad program were those revolving around the paradoxes of living in "paradise," particularly as they relate to relationships between the Jamaican people and the tourism industry that has become the island's post-colonial hallmark. Aesthetically, most of the island appears to be a true tropical paradise. But, there are "blind spots" that lie just out of sight of heavily traveled tourist pathways and we reasoned that it would be a powerful learning tool to have students experience on a daily basis the juxtaposition of north coast resort opulence with the dire poverty that exists directly outside the resort gates quite literally across the street on what Jamaicans call "the gully side." Finally, through this combination of competing existences, we wanted our students to contemplate how life for real Jamaicans differs from the "no problem" and "irie" Jamaican stereotypes and tourist frivolity promoted by the Jamaican travel industry in the United States and Europe.

[13] Typically, there are two courses available for students during the three week program.

[14] For five of our eleven years, a cohort of Educational Counseling graduate students have also participated in the Jamaica program. However, the primary emphasis has been on undergraduate students.

[15] *A Small Place* is one of the foundational texts for our Jamaica program. The book is an extended essay of creative nonfiction that serves as an indictment of the "ugly tourist" who travels to the Caribbean in hopes of escaping the banality and boredom of their own lives without taking time to consider the feelings and perspectives of the "natives." Simultaneously, Kincaid calls out the former colonial subjects (i.e. natives) whose inability to intellectually decolonize themselves results in a continued reification of colonial traditions and their former colonial masters. In an attempt to quickly heighten awareness of their status as tourists, our students are required to read *A Small Place* immediately prior to arriving in Jamaica.

[16] This is an application of Suzanne Gauch's distinction between *space* and *place*, "where space is defined 'as territory which is mappable, explorable' (in the sense of colonizable) and place as 'occupation, dwelling, being lived in'" (Gauch, 2002, p. 910).

---

[17] Suzanne Gauch has a similar definition of Gaze in her already cited article.

[18] Gunderman and Gray are both medical doctors and, in this particular piece, they were applying the "medical gaze" to assumptions that radiologists make daily as they go about diagnosing illness and injury.

[19] Hawthorn (2016) made similar observations of medical doctors and their relationships with passively constructed patients.

[20] This quote was excerpted from Gibson's (2011-2012) exploration of intellectual engagement abroad.

Learning Management System Calendar Reminders and Effects on Time Management and Academic Performance

Jianyang Mei, M.A.
Michigan State University

Abstract

This research project uses a large research university in the Midwest as a research site to explore the time management skills of international students and analyzes how using the Course Hack, an online Learning Management System (LMS) calendar tool, improves participants' time management skills and positively impacts their academic performance, according to survey results. The institution is identified in this paper as UMW.

Keywords: time management; Course Hack; LMS pre-population calendar; international students

International students are a significant population in U.S. higher education, and their number has increased sharply in the 21st century. The overall number of international students in the U.S. has grown 72% in 15 years, from 514,723 in 1999/2000 to 886,052 in 2013/14 (Institute of International Education, 2014). Most international students in U.S. higher education are from China; in the 2014/15 academic year, 304,040 students from mainland China studied abroad in U.S. higher education institutions, which consisted of 31.2% of the total international students in the U.S. (Institute of International Education, 2015).

The increase in international undergraduates has been accompanied by a campus-wide generalization that these students, as a whole, are struggling academically and are increasingly at risk for academic probation, disqualification, and/or dismissal from the university (Fass-Holmes &Vaughn 2014, 2015). As international students, they have unique needs that domestic students do not. U.S. higher education entities need to understand these international students' circumstances and issues in order to provide the services and resources that are tailored for the needs of international students to support their academic success. For achieving this goal, U.S. higher education needs to fully understand all of the difficulties international students face. Compared to domestic students, international students experience more challenges (Misra & Castillo, 2004), and one challenge many international students have is that their K-12 education experiences do not prepare them well to fulfill the academic requirements in colleges and universities in the U.S.

Researchers argue that many students begin their higher education journey unprepared for the independent, self-directed learning that is required (Ross, 2012). In their study, Chang, Schulmann, and Lu (2014) indentified that overall 40% international students came to study in the U.S. higher education institutions with low academic preparation, and for Chinese undergraduate students, the rate of low academic preparation is 55%. Scholars classify those underprepared students as "educationally at-risk" due to the lack of important educational skills

that are essential for academic success when they enter college (Aldrige, 1992; Braunstein & McGrath, 1997; Carpenter, Corbitt, Kepner, Lindquist, & Reys, 1980; National Center for Education Statistics, 2001), and one of the important educational skills is time management. Time management is one of the most important factors in determining a student's success (Time Management Help, n.d.), and it can make the difference between a mediocre and superior performance to a college student (McWhorter, 1988).

Heikinheimo and Shute (1986) and Bevis and Lucas (as cited in Pandit, 2013, p. 133) determined that language skills are one of the most difficult areas of adjustment for international students in adapting to the skills expected in a different academic culture. Although language skills are the entry point for study in the U.S., after beginning classes international students find there are other important skills that need to be learned. In the U.S. higher education, international students experience a new culture of schooling outside the classroom. Unlike high school life in their home countries, college life in the U.S. gives students a great deal of free time after class. However, such free time does not mean college students do not need to spend their time on learning; it actually requires students to be highly self-disciplined to arrange their free time for academic learning and social life. Therefore, time management skills are one of the vital areas of skill mastery needed for students to be academically successful in college.

Eilam and Aharon (2003) suggested that time management can be viewed as a way of monitoring and controlling time. McWhorter (1998) argued that the first two crucial steps in taking control of time are establishing goals and following a schedule to reach the goals. Pintrich, Smith, Garcia, and McKeachie (1993) describes effectively scheduling, planning and managing one's study time as the time management components, and for college students, time management refers to how effectively students structure their time to successfully achieve certain goals. Students can use the assignment deadlines and exam dates predetermined by their professors as goals for each semester, but they must create a schedule that will enable them to reach those goals successfully (McWhorter, 1988). The literature showed that time management positively affects college grades and total study habits (Claessens, van Eerde, & Rutte, 2007). Researchers have argued that college students with strong time management skills usually have higher GPAs (Britton & Tesser, 1991; Macan, Shahani, Dipboye, & Phillips, 1990; Zimmerman, 1989). Brint and Cantwell (2010) found that study time is strongly connected to both academic conscientiousness and higher GPAs. However, 67% of undergraduate students identified time management as their most pressing problem (Britton & Tesser, 1991). Related research has also demonstrated evidence that first-year college students are spending less time with their studies and that students lack tools to study more efficiently and optimize their time management skills in order to arrange more study time (Higher Education Research Institute, 2003).

Using student organization tools may improve student outcomes, such as homework completion and class preparation (Lu, Gunawan, & Hisa, 2014). Course Hack is an online learning management system (LMS) pre-population calendar tool developed by alumni from the research site when they studied there. After uploading course syllabus documents to www.coursehack.it, the file extention *.ics* can automatically be generated for calendar files by

Course Hack. This *.ics* extention is appended to all reading and writing assignment deadlines and exam dates as shown on syllabi for users to install on their personal digital calendars such as iCal, Google Cal, and Outlook Cal. If instructors make changes on the deadlines and exam dates, students can also make the changes on their digital calendars. These calendars can also be managed as an ongoing subscription, so that any changes teachers make to the schedule automatically and instantaneously appear in the students' personal calendars as well. It is also compatible with LMS such as CTools and Desire 2 Learn (D2L). This research aims to explore how using Course Hack impacts international students' academic learning.

Method

This study uses UMW (pseudonym), a large research university in the Midwest, as its research site due to the large enrollment of international students at UMW. In the Fall 2015, 7,568 international students were enrolled at UMW, which means a total of 15% of UMW students are international students. Of those, 62.1% of UMW's international students are from China (Office for International Students and Scholars, 2016).

At UMW, a course syllabus usually includes a detailed course calendar with reading and writing assignment deadlines alongside quiz and exam dates. Some UMW professors provide a separate course calendar to students, but a detailed course calendar is also included in syllabi in these situations.

Participants in this study are UMW undergraduate students from one writing class each during Fall 2015 and Spring 2016, and total number of students enrolled in the writing class in Fall 2015 and Spring 2016 is 47. At the beginning of each semester, Course Hack generated the .ics calendar file based on the course syllabus. At UMW only instructors have the authority and access to import .ics calendar files to their course calendars in D2L. After the instructor imported the .ics file into the D2L course calendar via three clicks, participants subscribed to the D2L course calendar using their iCal, Google Cal, or Outlook Cal program in order to see all the important due and exam dates, as well as getting the updated dates when the instructor made any change on the D2L course calendar. At the end of each semester, a survey was sent to all participants to learn about their user experiences with Course Hack. In total, 41 students, including five domestic students and 36 international students, responded and completed all survey questions. UMW categorizes undergraduate students into different cohorts by the first semester when they enroll as first-year student at UMW. By the time of taking the survey, all of the five domestic students were first-year students from Fall 2015 cohort, 29 international students were first-year students from Fall 2015 cohort, six international students were in their second year at UMW from Fall 2014 cohort, and one international student was fourth-year from Fall 2012 cohort.

For understanding the general time management skills of international students at UMW prior to the use of such digital aids, the author also compiled related data about academic behaviors and performances from UMW's Mapworks survey system. Mapworks (Making Achievement Possible Works) is a survey system designed and developed by Skyfactor

(formerlly EBI MAP-Works, LLC), which aims to investigate the academic and social transition of first year students in U.S. colleges and universities, including academic integration. The Mapworks survey is conducted for all first-year students at UMW, both domestic and international. Due to the fact that forty students of survey respondents in this study are from Fall 2014 cohort and Fall 2015 cohort, this study will analyze Mapworks survey data for these two cohorts. For the one respondent from Fall 2012 cohort, Mapworks is not available because UMW started to use Mapworks surveys in the Fall 2013 semester.

Data Analysis

Mapworks Data Analysis

 To help the university better understand first-year international students' academic integration, the Mapworks survey asked questions related to four factors: time management skills, basic academic behaviors, advanced academic behaviors, and academic self-efficacy. UMW sends all Mapworks survey to all first-year students, including both domestic and international students. In Fall 2014 to Spring 2015, the fall and spring transition surveys were sent to all first-year international students, and the fall check-up survey was only sent to 45 international students. In Fall 2015 to Spring 2016, the fall and spring transition surveys were sent to all first-year students; no fall check-up survey was sent to first-year domestic and international students.

 On Table 1, Mapworks survey data is shown about the academic behaviors and skills of first-year international students in the Fall 2014 cohort and Fall 2015 cohort. Table 2 is Mapworks survey data about the academic behaviors and skills of first-year domestic students in the Fall 2015 cohort. The first number in each parenthesis in the survey row in Table 1 and Table 2 is the number of survey respondents, and the second number in each parenthesis is how many students each survey was sent to. The numbers in other parentheses are respondent numbers for each question.

 Table 1 shows that 57.5% of survey respondents believed that they studied for a sufficient amount of time in Fall 2014 cohort and in Fall 2015 cohort the rate is 43.5%. Also, 59.2% of them in Fall 2014 cohort and 79.7% in Fall 2015 cohort had high basic academic behaviors; 22.1 % of respondents in Fall 2014 cohort and 22.9% in Fall 2015 cohort had high advanced academic behaviors; 33% in Fall 2014 cohort and 40.7% in Fall 2015 cohort had high academic integration; 24% in Fall 2014 cohort and 24.5% in Fall 2015 cohort had high time management skills; and 26.5% in Fall 2014 cohort and 23.9% in Fall 2015 cohort had high academic self-efficacy.

Table 1

Academic behaviors and skills of international students, for Fall 2014 and Fall 2015 cohorts

Cohort	Fall 2014			
Survey	2014-2015 Fall	2014-2015 Fall Check-up	2014-2015 Spring	Overall %

	Transition (881/1548)	(20/45)	Transition (243/1540)	
Had missed two or more courses	21.2% (180)	31.6% (6)	14.2% (33)	19.1%
Has high test anxiety	21.2% (180)	31.6% (6)	21% (49)	20.5%
Plans to study 5 or less hours/week	24.9% (212)	N/A	17.6% (41)	22.5%
Plans to Study 11 or more hours/week	32.2% (274)	57.9% (11)	41.2% (99)	33.6%
Believes they are studying a sufficient amount	59.6% (507)	63.2% (12)	59.7% (139)	57.5%
Rates their time management skills high	23.4% (199)	63.2% (12)	27% (63)	24.0%
High basic academic behaviors	66.5% (565)	68.4% (13)	42.5% (99)	59.2%
High advanced academic behaviors	23.1% (196)	36.8% (7)	21.5% (50)	22.1%
High academic integration	33.6% (286)	57.9% (11)	34.8% (81)	33.0%
Has high academic self-efficacy	26.8% (228)	47.7% (9)	28.3% (66)	26.5%

Cohort	Fall 2015			
Survey	2015-2016 Fall Transition (904/1263)	2015-2016 Fall Check-up N/A	2015-2016 Spring Transition (131/1327)	Overall %
Had missed two or more courses	14.6% (128)	N/A	12.9% (16)	13.9%
Has high test anxiety	25.9% (217)	N/A	19.3% (22)	23.1%
Plans to study 5 or less hours/week	16.9% (148)	N/A	11.3% (14)	15.7%
Plans to Study 11 or more hours/week	64.2% (565)	N/A	64.5% (80)	62.3%
Believes they are studying a sufficient amount	47.8% (396)	N/A	48.6% (54)	43.5%
Rates their time management skills high	25.7% (219)	N/A	29.4% (35)	24.5%
High basic academic behaviors	81.8% (713)	N/A	90.3% (112)	79.7%
High advanced academic behaviors	24.8% (209)	N/A	24.3% (28)	22.9%
High academic integration	45.1% (370)	N/A	45.9% (51)	40.7%
Has high academic self-efficacy	25.3% (213)	N/A	28.1% (34)	23.9%

Table 2 shows Mapworks survey data about the academic behaviors and skills of first-year domestic students in the Fall 2015 cohort. As demonstrated in Table 2, the percentage of first-year domestic students who believed that they studied for a sufficient amount of time is 43.5% ; 79.7% of first-year domestic students in Fall 2015 cohort had high basic academic behaviors; 22.9 % of survey respondents in Fall 2015 cohort had high advanced academic behaviors; 40.7% in Fall 2015 cohort had high academic integration; 24.5% in Fall 2015 cohort had high time management skills; and 23.9% in Fall 2015 cohort had high academic self-efficacy.

Table 2

Academic behaviors and skills of domestic students for Fall 2015 cohort

Cohort	Fall 2015			
Survey	2015-2016 Fall Transition (5765/7276)	2015-2016 Fall Check-up N/A	2015-2016 Spring Transition (1849/7278)	Overall %
Had missed two or more courses	11.1% (635)	N/A	4.9% (89)	9.5%
Has high test anxiety	35.2% (1943)	N/A	35.9% (615)	33.6%
Plans to study 5 or less hours/week	10.4% (592)	N/A	10.4% (189)	10.3%
Plans to Study 11 or more hours/week	64.8% (3698)	N/A	63.2% (1144)	63.6%
Believes they are studying a sufficient amount	61% (3361)	N/A	61.6% (1048)	57.9%
Rates their time management skills high	47.6% (2685)	N/A	50.9% (910)	46.9%
High basic academic behaviors	91.1% (5204)	N/A	90.6% (1640)	89.9%
High advanced academic behaviors	24% (1336)	N/A	25% (434)	23.2%
High academic integration	58.9% (3217)	N/A	59.3% (986)	55.2%
Has high academic self-efficacy	37.3% (2092)	N/A	42.4% (749)	37.3%

Note. The data in Table 1 and Table 2 retrieved from UMW Mapworks survey system.

Survey Data Analysis

The survey examined in this study, as noted above, was conducted during the 2015-16 academic year. The total number of participants in the Fall 2015 and Spring 2016 was 47. As shown in Table 3, in Fall 2015, 24 students participated and 18 of those students completely answered the survey (a 75% response rate); in Spring 2016, 23 students answered the same survey with a 100% response rate. In total, 41 participants answered the survey, and the total average survey response rate is 87.2%. Thirty-six of the study's participants are international students, and twenty one of them are from mainland China; other participating international students are from Malaysia, Kuwait, Venezuela, South Korea, Saudi Arabia, Angola, the Republic of Korea, Taiwan, and the United Arab Emirates. First-year students made up 82.9% of participants; six participants were second-year students, and one student was in their fourth year.

Table 3

Demographic information of survey respondents in Fall 2015 and Spring 2016

	Fall 2015							
Country	1st Year	2nd Year	3rd Year	4th Year	Total	Male	Female	Total
U.S.A.	3	0	0	0	3	1	2	3

Country	1st Year	2nd Year	3rd Year	4th Year	Total	Male	Female	Total
China	8	1	0	0	9	5	4	9
Other	5	1	0	0	6	4	2	6
Total	16	2	0	0	18	10	8	18

Spring 2016								
Country	1st Year	2nd Year	3rd Year	4th Year	Total	Male	Female	Total
U.S.A.	2	0	0	0	2	2	0	2
China	9	2	0	1	12	5	7	12
Other	7	2	0	0	9	8	1	9
Total	18	4	0	1	23	15	8	23

Table 4

Syllabus and calendar use of participants

	Used syllabi in school before coming to UMW	Used calendar to keep track of assignment deadlines & exam dates before going to college	Used calendar to keep track of assignment deadlines & exam dates at UMW before participating this research
Domestic	80% (4/5)	0% (0/5)	80% (4/5)
International	44.4% (16/36)	61.1% (22/36)	86.1%(31/36)
Total	48.8% (20/41)	53.7% (22/41)	85.4% (35/41)

Table 5

How did your teachers arrange homework in K-12 education? Please check all that apply.

	Made announcements in class	Sent you emails	Sent you text messages	Other
Domestic	100% (5/5)	20% (1/5)	20% (1/5)	0% (0/5)
International	91.7% (33/36)	11.1% (4/36)	0% (0/36)	0% (0/36)
Total	92.7% (38/41)	12.2% (5/41)	2.4% (1/41)	0% (0/41)

Table 6

How did you keep track of your course assignment deadlines and quiz, test, and exam dates at UMW before participating in this research? Please check all that apply.

	Checked the dates on syllabi regularly	Marked all the dates on planner manually	Added all the dates on digital calendar on phone/laptop manually	Asked my friends to remind me
Domestic	60% (3/5)	20% (1/5)	40% (2/5)	0% (0/5)
International	91.7% (33/36)	13.9% (5/36)	33.3% (12/36)	19.4% (7/36)
Total	87.8% (36/41)	14.6% (6/41)	34.1% (14/41)	17.1% (7/41)

Data in Table 4 shows that 20 participants had used a syllabus before enrolling in college. Using the calendar is considered as one important way for keeping track of appointments and

commitments by people in western society (Allen, 2002). In Table 4, 22 international students used a calendar to keep track of assignment deadlines and exam dates before college but no domestic students did this during their K-12 education, and 85.4% survey respondents used the calendar to keep track of assignment deadlines and exam dates at UMW before participating in this research.

As shown in Table 5, 92.7% of survey respondents reported that making announcements in class was the main method that teachers used to give assignments to students in K-12 education; other methods included sending text messages and email to students, which options one student and five students checked, respectively. Compared to American K-12 teachers, K-12 teachers in other countries are less likely to use emails and text messages to arrange homework assignments to their students.

In Table 6, the most frequent way participants reported keeping track of assignment deadlines and exam dates at UMW was checking the dates on the syllabus frequently; 36 students selected this option. Although 35 participants said they used the calendar to keep track of assignment deadlines and exam dates in table 4, table 6 demonstrated that only six of them added those dates to a planner manually, and 14 students marked the dates manually on digital calendars. Seven students also reported asking their friends to remind them of assignment due dates and exam dates, and all these seven students are international students, six Chinese students (five from mainland China and one from Taiwan), and , one student from Saudi Arabia.

The other main findings based on the survey results are:

- 65.9% participants strongly agreed/agreed that subscribing to the D2L calendar was helpful to remind them about the assignment deadlines and exam dates so as not to miss these dates.
- 56.1% participants strongly agreed/agreed that subscribing to the D2L calendar helped them to plan/study/write ahead before assignment deadlines and exam dates rather than trying to do it at the last minute.
- 68.3% participants strongly agreed/agreed that subscribing to the D2L calendar helped them to submit assignments on time.
- 51.2% participants strongly agreed/agreed that subscribing the D2L calendar helped them to manage their time.

Discussion

Mapworks data shows that first-year international students at UMW have relatively poor time management skills which hinder their academic learning and performance. In 43 evaluation forms from Chinese international students who attended the 2015 Academic Restart Program for first-year students who were on academic probation in the Fall of 2014, 60.5% regarded time management skills as one thing they had learned from the program that could help them get off academic probation. Related research pointed out that students on academic probation often reported lacking necessary skills for success such as time management (Satin, Cheney, Crowner,

&Hill, 1997; Isaac, 2007; James & Graham, 2010; Press & Switalski, 2008; Renzulli, 2015) Mapworks data also demonstrated that Chinese freshmen who are on academic probation tend to have worse time management skills than other international students.

In their study, Munt and Merydith (2012) found that students on academic probation in the Retention Program reported weaker time management of their academic behaviors. Mapworks data showed that the percentage of first-year international students who are on academic probation after one semester at UMW was 2.4 and 2.3 times of their domestic counterparts in Fall 2013 and Fall 2014, and that the percentage of first-year Chinese international students ending up their first semester on academic probation at UMW was 1.4 and 1.3 times to international students from other countries. For first-year Chinese international students who were on academic probation in the Fall of 2014, and who answered the Mapworks questions about time management, only 18.7% of them rated their time management skills as high.

Highly successful students usually manage their time well. Balancing academic learning, social life, and recreational and personal needs requires that one follow at least one basic rule: plan plenty of time to study (Rose, 2014). However, as shown in Table 1, for international students, 57.5% of Mapworks survey respondents in Fall 2014 cohort and 43.5% of Mapworks survey respondents in Fall 2015 cohort, believed that they studied a sufficient amount while only around one third Mapworks survey respondents in Fall 2014 cohort and about 62% of Mapworks survey respondents in Fall 2015 reported that they studied or planned to study 11 or more hours per week. Mapworks data also shows that planning to study five or less hours per week is one of the top five issues for UMW international students in fall transition survey and spring transition survey in Fall 2014 cohort. Among the survey respondents, 22.5% of international students in Fall 2014 cohort, and 15.7% of international students in Fall 2015 cohort reported they planned to study five hours or less per week. In Fall 2015 transition survey, 19 students even reported that they spent no time (zero) time on out-of-classroom academic commitments (such as doing homework, studying, and practicing). UMW requires that international students take at least 12 credits per Fall and Spring semester to maintain their F-1 full-time student status, which means that, according to standard calculations of contact-hours vs. homework/study hours needed for college coursework, they would need to study at least 24 hours per week. Considering that they are second language learners of English, many of them may need more study time than the expected standard. Thus, the percentage of international students who actually study a sufficient amount, according to UMW's recommendations, is significantly lower than what is shown in Table 1.

Prior research confirms that the ability to manage time is positively related to academic achievement (Kitsantas, Winsler, & Huie, 2008; Landrum, Turrisi, & Brandel, 2006). As a time-management expert, Allen (2002) specifically recommends that the calendar be reserved for things which absolutely have to be done by a particular deadlines or meetings and appointments which are fixed in time and place. Reading and writing assignments and exams fit Allen's (2002) recommendation very well, and these dates need to be marked on students' calendars.

McWhorter (1988) advocates the importance of writing all assignment deadlines and exam dates on a calendar; referring often to a calendar with these important dates, he points out, will help students keep focused on their goals in order to achieve these goals successfully.

Although 85.4% of the survey participants used some kind of calendar to keep track of assignment deadlines and exam dates, the survey results also indicated that only 48.8% of participants marked those important dates on their own physical or digital calendars. When students do not consciously manage their time, their old habits will control their time and set limits on their achievements (McWhorter, 1988). One habit of successful students is making important note of deadlines and dates on a semester calendar in addition to using the course calendar, checking ahead on their calendars every day to see what is coming up soon, and getting prepared (10 habits of successful students, n.d.). Today, more and more students use digital calendars due to the popularity of laptops, smart phones, and tablets. For participants who mark deadlines on calendars, 2.3 times as many use digital calendars as physical planners. With the function of instantly organizing assignment deadlines and exam dates into users' personal digital calendar after uploading course syllabus documents (Schmid, 2012; Zemke, 2013), Course Hack is a valuable tool to help students keep track of their reading and writing deadlines and exam dates, as well as training students in this important habit of successful students.

Another advantage to using Course Hack to transfer assignment deadlines and exam dates to students' e-calendars is saving time (Schmid, 2012). Based on survey answers, marking down the assignment due and exam dates on digital calendar costs students' more time than on planner. The average time used by most participants to manually add those dates on a planner or digital calendar for one course syllabus is about 13 minutes and 22 minutes, respectively. If students enroll in 12 credits for each semester as the lowest number of permitted credit hours for international students at UMW, it means each student enrolls in at least three or four courses for each semester, so using the Course Hack could help students save 60 to 80 minutes on average. For the student who answered that marking dates from one syllabus costs him/her one to two hours, using the Course Hack can help him/her save up to eight hours.

Table 7

Respondents comments (as written, sic) on time spent marking all the dates manually per syllabus

Respondent	On Planner	Respondent	On Digital Calendar
1	3 mins	1	10 mins
2	5 mins	2	20 minutes
3	30 mins	3	30 min
		4	30 min
		5	1-2 hour
		6	not too much time
		7	every day [sic]
		8	Update once a week

In the open-ended survey question asking for comments, feedback, or suggestions about Course Hack, participants also wrote positive comments about using the tool, such as "Works great thanks," "Very good," "It would be great if it existed for other courses," "It's really helpful," "Course Hack is convenient to schedule time," and "Thanks for making tracking the deadlines easier." The survey also demonstrated that 80.5% participants would like to use the Course Hack for other courses, and 73.2% participants would like to use Course Hack in the future. For participants might not want to use Course Hack for other courses in the future, the reason might be, as one participant commented: "I think is great but I just feel comfortable with the way I am planning my things now." Two participants also suggested that Course Hack should develop an app for them to use on their smart phones and/or tablets, in order to subscribe D2L calendar and set alarms for assignment deadlines and exam dates through one app rather than going to D2L website and then going back to their personal digital calendars.

Implications

Related research has found that around 50% of college students are not academically prepared (Haycock & Huang, 2001) and has recommended that U.S. higher education institutions deliver more information and knowledge about goal setting, academic study skills, diversity issues, as well as inform international students on finding and using resources on campus and in the community (Sedlacek, 2004). As a key component in achieving academic success in college (Hansen, n.d.), time management skills not only are considered one of the essential academic behaviors for managing college level work (Krumrei-Mancuso, Newton, Kim & Wilcox, 2013), but they also are one of the certain skills which serve to buffer academic stress (Macan, Shahani, Dipboye, & Phillips, 1990; Misra & McKean, 2000). According to UMW Mapworks data, having high test anxiety is one of the top five issues for international students in all Mapworks surveys in Fall 2013 to Spring 2016. As shown in Table 1, 20.5% and 23.1% of survey respondents in Fall 2014 cohort and Fall 2015 cohort had high test anxiety. Mapworks data in Table 2 shows that the percentage of domestic students in Fall 2015 cohort who had high test anxiety is about 10% higher than international students from the same cohort. One time management tip frequently offered to students is placing all of a class's due dates and quiz/test dates on a calendar or planner as soon as they get the syllabus (Hansen, n.d.). This tip could be a way to reduce international students' test anxiety because there is an inverse and significant relationship between time management and perceived stress (Khatib, 2014).

Kitsantas, Winsler and Huie (2008) examined several motivation and self-regulation variables and their ability to predict academic achievement in college students and found that time management was the strongest predictor of academic performance. Based on UMW Mapworks data, international students have particularly poor time management skills. As shown in Table 1 and Table 2, compared to domestic students, international students had much lower time management skills. Only 24.5 % of international students rated their time management as high, while 46.9% of domestic students rated their time management as high, The academic

behavior of time management was the only significant predictor of GPA (Munt & Merydith, 2012). This indicates that international students with poor time management skills have higher risk on low academic performance than students who have good time management skills.

Due to the fact that the survey is self-reported data, some of those students who thought they have high time management skills may not fully understand that the time management skills question related to academic learning. The personal communications reveals that some international students rated their time management skills as high because they completely arranged their after-class time for eating, sleeping, social life, and playing video games, although educators might disagree to those students being considered as having high time management skills.

The survey data, as noted above, demonstrates that quite a number of international students are not familiar with syllabi when they enter college, and they are not accustomed to getting information about course assignments and exam dates from such a list before college. Therefore, it is necessary for higher education institutes to guide students in learning how to use a syllabus and how to locate important information such as assignment deadlines and exam dates from the syllabus, especially in their first year in college, in order to avoid their missing those important dates and losing grade points due to forgetting to submit assignments on time and/or prepare for and take exams.

Another implication is that although more students start to use calendar in college to keep track of assignment deadlines and exam dates than did so in K-12 schools, they may not know how to use the calendar effectively. As shown in Table 4 and Table 5, although 85.4% participants in this research said they used a calendar in college, there were still 51.2% of the participants not marking important dates such as reading and writing assignment deadlines and quiz and exam dates on their calendars as recommended by researchers. Misra and McKean (2000) suggest that faculty and counselors should emphasize the participation in time management seminars to improve the academic success of students. Based on this observed gap, students still need guidance on improving time management skills and using calendars effectively rather than just glancing at the calendar to check today's date.

 Of the international students who selected checking syllabus regularly to keep track of assignment deadlines and exam dates, six of them also ask their friends to remind them of those important dates, which implies that for some students who claimed using checking syllabus regularly as a way to keep track of those important dates, they may not actually check syllabus frequently enough, or they also do not think checking syllabus only is very reliable, so they still need friends to remind them. None of the seven international students who reported asking their friends to remind them of the assignment deadlines and exam dates marked down those important dates manually on a planner or a digital calendar before participating in this research. This also indicates that some international students lack independent academic behaviors, and for Chinese international students, the dependence rate in academic learning is as twice as much as international students from other countries.

Based on the above implications, Course Hack can be a powerful tool to help students (Zemke, 2013). The UMW alumni who developed Course Hack have reached out to students and administrators at Michigan State University, the University of Michigan, Wayne State University, and Eastern Michigan University to investigate potential synergies and pilot opportunities. So far, Course Hack has already helped thousands of college students get prepared: it has 17,465 users from 144 countries as of November 29, 2016. The highest numbers of users so far are found in the U.S., Brazil, China, and the United Kingdom. Course Hack could help students save time and energy, reduce procrastination, and improve their time management and future planning skills (Lu et al., 2014). As a student (2013) from UMW commented:

> *Course Hack is an awesome new tool that I happened to stumble upon by accident. It's a free website that is used to help organize assignments and you can even upload your class syllabus to the website and it will organize your very own personal calendar. Course Hack will remind you of deadlines and help keep your life in track. As the website says "Start Hacking" today!*

Conclusion

In conclusion, international students in U.S. higher education face more challenges to their academic learning compared to domestic students. Such challenges include having poor time management skills and unfamiliarity with using syllabi and calendars to keep track of assignment deadlines and exam dates. As an LMS pre-population calendar tool, Course Hack automatically generates .ics calendar files with assignment deadlines and exam dates for users to import to their personal e-calendars via a few clicks after uploading course syllabus documents to www.coursehack.it. The survey results demonstrated the effectiveness of using Course Hack to remind students of important dates, help them schedule more effectively, study ahead before assignment deadlines and exams, submit assignments on time, and improve their time management skills.

The limitations of this research project include the limited sample size and the limited participation rates: not all of UMW's international students took the Mapworks surveys, and responders for each survey in each cohort may be different. For future study, this research could consider using a larger sample size and conducting similar research at more research sites to see the effects of teaching students to use Course Hack, the pre-population calendar tool, on their time management skills and academic performance.

References

Aldridge, B.G. (1992). Project on scope, sequence, and coordination: A new synthesis for improving science education. *Journal of Science Education and Technology, 1*(1), 13-21.

Allen, D. (2002). Getting things done: The art of stress-free productivity. New York, NY: Penguin Books.

Astin, M., Cherney, E., Crowner, J., & Hill, A. (1997). The forum: Intrusive group advising for probationary students. *NACADA Journal*, 17, 45-47.

Braunstein, A., & McGrath, M. (1997). The retention of freshmen students: An examination of the assumptions, beliefs, and perceptions held by college administrators and faculty. *College Student Journal, 31*(2), 188-200.

Brint, S., & Cantwell, A.M. (2010). Undergraduate time use and academic outcomes: Results from the University of California undergraduate experience survey 20056. *Teachers College Record, 112*(9), 2441-2470.

Britton, B.K., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology, 83*(3), 405-410.

Carpenter, T.R., Corbitt, M.K., Kepner, H., Lindquist, M.M., & Reys, R.W. (1980). Problem solving in mathematics: National assessment results. *Educational Leadership, 37,* 562-563.

Chang L., Schulmann, P,. & Lu, Z (2014). Bridging the digital divide: Segmenting and recruiting millennial students. Retrieved from http://knowledge.wes.org/Archive-Bridging-the-Digital-Divide-Segmenting-and-Recruiting-International-Millennial-Students.html?archive-source=WENR-CTA

Claessens, B.J.C., van Eerde, W., & Rutte, C.G. (2007). A review of the time management literature. *Personnel Review, 36*(2), 255-276. doi:10.1108/00483480710726136

Eilam, B., & Aharon, I. (2003). Student planning in the process of self-regulated learning. *Contemporary Educational Psychology, 28*(3), 304-334. doi:10.1016/S0361-476X(02)00042-5

Fass-Holems, B., & Vaughn, A.A. (2014). Are international undergraduates struggling academically? *Journal of International Students, 4*(1), 60-73.

Fass-Holems, B., & Vaughn, A.A. (2015). Evidence that international undergraduates can succeed academically despite struggling with English. *Journal of International Students, 5*(3), 228-243.

Hansen, K. (n.d.). *The course syllabus: Know it, love it, understand it, benefit from it.* Retrieved from http://www.mycollegesuccessstory.com/academic-success-tools/course-syllabus.html

Haycock, K., & Huang, S. (2001). Are today's high school graduates ready? *Thinking K-16, 5*, 3-17.

Heikinheimo, P.S., & Shute, J.C.M. (1986). The adaptation of foreign students: Student views and institutional implications. *Journal of College Student Personnel 27* (5), 399-406.

Higher Education Research Institute. (2003). *The official press release for the American freshmen 2002*. Los Angeles, CA: University of California.

Institute of International Education. (2014). *Open doors 2014: A 15-year snapshot*. Retrieved from http://www.iie.org/Research-and-Publications/Open-Doors

Institute of International Education. (2015). *International students: Leading places of origin*. Retrieved from http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/Leading-Places-of-Origin/2013-15

Isaak, M.I., Graves, K.M., & Mayers, B.O., & Atwood, J.A. (2007). Academic, motivational, and emotional problems identified by college students in academic jeopardy. *Journal of College Student Retention, 8*(2), 171-183.

James, C.L., & Graham, S. (2010). An empirical study of students on academic probation. *Journal of The First-Year Experience & Students in Transition, 22*(2), 71-92.

Khatib, A. (2014). Time management and its relation to students' stress, gender and academic achievement among sample of students at Al Ain University of Science and Technology, UAE. *International Journal of Business and Social Research, 4*(5), 47-58.

Kitsantas, A., Winsler, A., & Huie, F. (2008). Self-regulation and ability predicators of academic performance during college: A predictive validity study. *Journal of Advanced Academics, 20*(1), 42-68.

Krumrei-Mancuso, E.J., Netwon, F.B., Kim, E., & Wilcox, D. (2013). Psychological factors predicting first-year college student success. *Journal of College Student Development, 54*(3), 247-266.

Landrum, R.E., Turrisi, R., & Brandel, J.M. (2006). College students' study time: Course level, time of semester, and grade earned. *Psychological Reports, 98*, 675-682.

Lu, Y., Gunawan, E., & Hisa, G. (2014). *Action plan for Course Hack* (Unpublished report). Institute for Research on Labor, Employment, & the Economy, University of Michigan.

Macan, T.H., Shahani, C., Dipboye, R.L., & Phillips. (1990). College students' time management: Correlations with academic performance and stress. *Journal of Educational Psychology, 82*(4), 760-768.

McWhorter, K.T. (1988). *Study and thinking skills in college*. Glenview, IL: Scott Foreman/Little Brown College Division.

Misra, R., & Castillo, L.G. (2004). Academic stress among college students: Comparison of American and international students. *International Journal of Stress Management, 11*, 132-148. doi:10.1037/1072-5245.11.2.132.

Misra, R., & McKean, M. (2000). College students, academic stress and its relation to their anxiety, time management and leisure satisfaction. *American Journal of Health Studies, 16*(1), 41-52.

Munt, J.A., & Merydith, S.P. (2012). The relationship of students' personality traits and psychological characteristics with academic retention. *Journal of College Student Retention, 13*(4), 457-478.

National Center for Education Statistics, U.S. Department of Education. High School Academic Curriculum and the Persistence Path Through College. NCES 2001-163, By Laura and Lawrence K. Kokako. Project Officer: C, Denies Carroll. Washington, DC: 2001.

Office for International Students and Scholars. (2016). 2015 *Office for International Students and Scholars annual report UMW*. Retrieved on September 2, 2016.

Pandit, K. (2013). International students and diversity: Challenges and opportunities for campus internationalization. In H. C. Albers & H. D. Hazen (Eds.), *International students and scholars in the United States: Coming from abroad* (pp. 131-141). New York, NY: Palgrave Macmillan.

Pintrich, P.R., Smith, D.A.F., Garcia, T., & McKeachie, W.J. (1993). Reliability and predictive validity of the motivated strategies for learning questionnaire (MSLQ). *Educational and Psychological Measurement, 53*, 801-813.

Press, M., & Switalski, R. (2008). *Academic probation intervention through academic assistance advising*. Wentworth, NC: Rockingham Community College.

Renzulli, S. J. (2015). Using learning strategies to improve the academic performance of university students on academic probation. *NACADA Journal, 35*(1), 29-41.

Rose, J. (2014). *10 habits of highly successful students.* Retrieved from http://thoughtcatalog.com/jessica-rose/2014/07/10-habits-of-highly-successful-students/

Ross, C. (2012). Navigating towards success: Supporting students on academic probation. In M. Pothered (Ed.), *Navigating the River: Proceeding of the 2011 Annual International Conference of the Association of Tertiary Learning Advisors of Aotearoa/New Zealand (ATLAANZ)* (pp. 107-123). Auckland, New Zealand: ATLAANZ.

Schmid, S. (2012). Course Hack lets students automatically organize assignments. Retrieved from http://www.xconomy.com/detroit/2012/10/15/course-hack-lets-students-automatically-organize-assignments/.

Sedlacek, W. E. (2004). *Beyond the big test: Noncognitive assessment in higher education*. San Francisco, CA: Jossey-Bass.

Student. (2013, March 17). The latest and greatest digital tool you've found [Web log comment]. Message posted to blog at UMW.

Time management help. (n.d.). UMW Tutoring and Help Rooms Webpage. Retrieved on November 29, 2016.

Zemke, J. (2013). *CourseHack.it app pairs syllabus with digital calendar*. Retrieved from http://www.modeldmedia.com/startupnews/coursehackitdetroit082013.aspx

Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology, 81*(3), 329-339.

10 habits of successful students. (n.d.). Flyer at UMW East Neighborhood Engagement Center.

About the Author

Jianyang Mei is a doctoral student in Higher, Adult, and Lifelong Education (HALE) at Michigan State University, and she also earned her M.A. in HALE program at Michigan State in 2012. As the Cultural Assistant at Michigan State University Neighborhoods, she mainly serves international students, especially first-year international students, and helps them with their transition and adaptation at Michigan State University. Jianyang is also an experienced Chinese language teacher in college level. She has teaching experience at Naikai University in China, Kettering University, and Michigan State University. Her research interests include student

success, transition and adaptation of international students, teaching and learning, educational technology, study abroad program, and second language acquisition. Jianyang's contact information is meijiany@msu.edu.

Nurturing Global Education in its Infancy

William D. Wolansky, Ph.D.
Iowa State University

This paper will examine the what, why and how global education can be infused in the curriculum and classroom instruction K-16. The article is intended to provide a synthesis of many ideas expressed by numerous authors and an approach for organization of key concepts into a particular subject for classroom instruction.

While much literature related to global education has appeared in numerous professional journals limited attention is given to the teachers or professors who need to infuse global education into their particular courses. It will be helpful to examine briefly the approaches which have emerged over the past three decades because each approach would influence what particular focus would be emphasized in terms of learning outcomes.

Globalization was defined by Robertson (1987) as "the crystallization of the entire world as a single place, and as the emergence of a global human community". The explanatory potential for global education is still to be more fully articulated if there is to emerge a framework which will serve as the structure for multidisciplinary delivery of learning experiences which yield a global perspective and a sense of global responsibility.

Historically, in the United States four different approaches developed for structuring and strengthening global education within our educational system. These included: 1) the traditional approach, 2) the world-centered approach, 3) the world-order studies, and 4) the issue approach. Each will be discussed only briefly.

The traditional approach according to Vocke (1988) emerged during the 1950s and 1960s to help individuals cope with a global age. Foreign policy studies and area studies emerged in response to prepare global citizens who can function in a global society.

The foreign policy approach to global education assumes a state-centric view of the world. Statesmen and diplomats conduct foreign policy to pursue national interests. This approach tends to emphasize personal insights and develops a realistic attitude toward national interest and power politics. Loyalty to the nation did little to aid students to transcend beyond the national boundaries and to achieve world perspective.

The area studies under this same approach according to Becker (1979) advocated that area studies content is essential for students to develop an awareness of the intricacies that characterize regions and cultures throughout the globe. Asian studies and African studies are

examples of this approach. Gaining experiences in a specific culture or region is seen as the primary benefit to students immersed in area studies. Study abroad programs can serve this purpose.

The world-centered approach to global education takes on a more macro orientation and stresses the links or interconnectedness of the world's people and cultures.

The webs of interdependence create the need for greater understanding and acceptance of diversity. Diversity of cultures should be viewed as a strength and desirable characteristic of human inhabitants and cultures. Insistence on the value of tolerance is more of an attitude emphasis. Along with diversity we also share commonalities. Interdependence calls for cooperation, sharing and caring for the global village.

The world-order studies suggest that the present state of world affairs is characterized by ideological, economic and political cooperation and conflict. The world-order advocates propose an interdisciplinary networking to examine world futures based on core values such as peace, human rights, ecological balance and social and economic justice.

The issues approach focuses on specific issues that threaten the survival of humankind-population growth, world hunger, nuclear proliferation, pollution, homelessness, to mention a few. The intent is to examine these issues and their consequences critically if students are to be sensitized as to how these issues can affect them and what they can do to cope with issues that affect people on a global scale.

Global education is the process by which people acquire the ability to conceptualize and understand the complexities of the international systems. Individuals form a realistic global perspective as they develop an awareness of the world cultures, our interdependence, interconnectedness and recognize the diversity and commonalities of human values and beliefs. A global perspective consists of the information, attitudes, skills and awareness which, taken together, can help individuals see the world as an interrelated system. It facilitates an understanding of the world and how people affect others and others affect them. The reality of the world is often misinterpreted because of our own ethnocentrism. We can be blinded by a restrictive perspective unless we consciously view our systems, philosophical, ideological, religious, economic and social in a relativistic perspective. It is important to help students transcend the national boundaries if they are to relate consciously to global issues, events, problems, and concerns. Global education has attracted attention from larger constituencies for several reasons:

- The information age makes us instantly aware of world problems and events.
- The growing interrelationships among nations and Peoples along economic, political, educational, and scientific and technological lines.
- The transparent urgency of atmospheric pollution. Greenhouse effects, homelessness, poverty, over- population.
- The changing world market economy.

- The lack of knowledge among U.S. students about the world and foreign languages by comparison to students of other developed nations.
- The concern of professional educators and other organizations to promote global awareness in schools and colleges.
- Political, civic and educational leaders placing global education on their agenda for serious dialogue.
- The hypersonic transportation system for transnational travel facilitating human mobility.

The global education focuses on issues that affect all of humankind and engenders individual concern for survival and improvement of all life on this planet. Because the major world problems are so complex, rapidly changing, affecting our lives, and have long term consequences, it is necessary for students to become aware of these problems, think about them at the earliest time possible in global ways. A predisposition that individuals, groups, and organizations can have an influence in changing the future human course of action is an important concept.

Infusing Global Education

Global education does not represent a new or additional subject to be added to the already crowded curriculum but necessitates infusing key concepts into each subject area that enables a student to examine the instructional material from a global perspective. Promoting individual intellectual sensitivity to foreign and other national cultures and values can be initiated as early as the kindergarten. For example ask an elementary U.S. child to describe a Russian and note how early we tend to create the face of an enemy. However, ask a Russian child to describe a U.S. person, and the lack of global education will be equally apparent.

Kniep (1986) observes that the values that people hold reflect their attitudes and beliefs and are shaped by their experiences. Many of these values are shaped early in life and to some extent influence one's world views. While Kniep (1986) and McCue (1989) would argue that philosophies of global education exist, these authors maintain that the thoughts and actions propelling global education are not adequately focused to claim a single philosophic orientation. Perhaps, it is essential that divergent approaches be used with varying philosophical orientations to achieve responsive student outcomes stemming from diverse thinking. This is one more reason for interdisciplinary teaching which integrates various perspectives and orientations to common issues.

Global education advocates also have subscribed to different emphasis. Otero (1983) for example is a strong advocate for process in helping students to become individually involved and gain new insights and sensitivities via interactions with others, with issues and confronting one's own views introspectively. McCue (1989) contends that global perspectives regularly turn out to be most deeply personal. Several civic and church organizations support the notion of centering

global education in the development of attitudes which show tolerance of diversity, pluralism, concern for fellow beings and moral values.

   Kniep (1986) devoted a lengthy article to defining global education by its content as noted in the references. Perhaps the widespread acceptance of global education will result because there is a common ground of content which not only describes and defines the world as a global society but creates some order to thinking about those realities of the global village to which teachers from many disciplines can relate.

   While there is not current consensus about the instructional models, it seems clear that the process, content, attitudes and skills are all important in developing global awareness and competence. Wolansky (1989) observed that global education is not limited to any single approach. He stated, "Whatever approach is selected, it seems critical that classroom teachers make the decision to select the content and create the process by which global perspective objectives and competence can be gauged." The questions of substance (content) of global education have been addressed by several authors and agencies.

Table 1

Four Dimensions of Global Education

Hanvey's Dimension	Kniep's Proposal	United Kingdom Model	Iowa Guide to Integrating Global Education
• Knowledge of Global Dynamics	• Global System	• Global Interdependence Interrelatedness	• Global Interdepend ence
• Cross-cultural Awareness	• Human Values	• Development	• Human Resources, Values & Culture
• Awareness of Human Choices	• Global Issues and Problems	• Environment	• Global Environment and Cultures
• State of the Planet Awareness	• Global History	• Peace and Conflict	• Conflict Management
• Perspective Consciousness		• Rights and Responsibilities	• Change and Alternative Futures

Each of these dimensions or themes of global education Is expanded in detail within the original sources cited in the reference.

It is readily apparent that some themes, or broad topics are viewed as being essential and basic to organizing global education instruction regardless of discipline. In the U.S., United Kingdom, Canada, Sweden, West Germany and several other countries global education has become a grassroots movement with many schools as well as public and non-governmental agencies becoming active in the promotion of global perspective in our citizens. Philosophically, as one views this movement in the highly developed nations, it would mirror the orientation of humanistic education recognizing the value and worth of every individual, coping with the larger complex world problems which require cooperation, and becoming more enlightened about these issues which tend to impoverish humankind.

Whether these themes are adequate or all-inclusive can be contested, however, classroom teachers need some frame of reference to select specific content, sequence, and integrate it into their instructional system if continuity is to be achieved from one instructional level to the next. Any critic of the above themes needs to recognize that all of education undergoes continuous review and revisions based on the most enlightened judgments of the times.

The actual implementation of global education for any level of instruction will require a three prong approach. Teachers or faculty will require staff development. This means attending some formal workshop, seminar or symposium to become familiar with prevailing concepts, approaches and successful learning activities. Presenters at global education conferences can also contribute to the staff development process. Curriculum development is also beneficial during the early stages. Interdisciplinary planning, writing objectives related to global perspective, identify in student activities and integrating these into the teacher's instructional plan will provide the necessary structure for organizing global education content.

Resource development is the remaining task for a teacher. First, a teacher *may* seek what resources are already available for the particular subject-what films, video tapes, computer software and text materials are available in the library. Teachers may find it necessary to work with students in identifying and creating a resource book, reading lists, and visual materials. Staff development, curriculum development and resource development will enable teachers to make instructional decisions with regard to substantive content for global education. It simply is not realistic to ask a teacher or professor to infuse global education without some immersion in the above development processes. There is a wide array of global education resources for most subject areas. *Global Teacher, Global Learner* is a good resource for teachers and professors to use as a reference.

Why Is Global Education Urgently needed in our Schools & Colleges?

Depending on what group is asked to answer this question, a slightly different response will be elicited. The governors may view the benefits of global education contributing to economic development as noted in their 1989 Association publication. Many civic and social organizations may view the importance of environment, conflict management and human rights. The educators, seeking meaningful reform in many countries recognize that several critical

factors will characterize the twenty-first century. Tetenbaum and Mulkeen (1986) noted that in the new century, problem solvers will be needed to deal with increasingly complex issues such as over population, hunger, environmental rape and pollution, inadequate energy supplies, and urban decay. It does not mean that these are new issues, but the nature, scope and intensity of the changes affecting our individual lives are pervasive whether we live in developed or under-developed nations. Can all subjects, not just geography and foreign languages contribute to cultural literacy and then. help students to transcend their own culture to comprehend the diversity, commonality, and interconnectedness of peoples from different political, ideological, cultural and economic systems? Global reality is based on examined perspective and respecting the co- existence of plurality of values, beliefs and cultural norms with a respected history and tradition. Ethnorelativism represents the opposite end of ethnocentrism in terms of global sensitivity and maturity.

The study committee on Global Education chaired by Clark Kerr (1987) in its publication, *The United States Prepares for its Future: Global Perspectives in Education,* recommended, in particular that four curricular areas be emphasized:

- A better understanding of the world as a series of interrelated systems: physical, biological, economic, political, and informational-evaluative.
- More attention to the development of world civilizations as they relate to the history of the United States.
- Greater attention to the diversity of cultural patterns both around the world and within the United States.
- More training in policy analysis both of domestic and international issues.

The purpose of these curricular emphases is to assist Americans to understand better and to participate more effectively in the world of the present and the future. Perhaps even a more compelling reason why global education is gaining wider public and educational leadership support is the recognition that we may study, work and live in nations and cultures different from our own. With the communication and transportation advances, it will be possible to have breakfast in Chicago, travel to Tokyo to a business luncheon meeting, and have a final report faxed to the headquarters office in San Francisco the same day.

Optic fiber communications, hypersonic transportation, and global economy marketing of goods and services will alter our way of life and work. As Lambert (1990) cites in his compelling article "The information umbrella enables not only global awareness but also global dialogue." He also points out that, "As mobility increases, the tastes, habits, and preferences of people get transported to different places." We need to raise the perspective consciousness not only about our globe but also the long term effects of planetary space as we intrude with spinning satellites, orbiting experimental laboratory stations, and military installations. Global education can enhance our coping skill which will be needed in the future.

The world of the future is already at our thresholds we must call on greater use of knowledge, adaptation, and creativity to participate meaningfully and effectively in a life style that increasingly calls for bicultural understanding. Lambert (1990) cites Levitt from his interview with a fitting statement that the drive to participate is a deep, perhaps genetically encoded, part of the human animal, one that the recent democracy movements in Eastern Europe have amply illustrated.

How Global Education Can be Infused in the Classroom

There are numerous sources which will help teachers of specific disciplines to infuse global education in their classroom. Anderson (1982) proposed an anthropological approach which aids to describe what is actually happening in the classroom. She stated that this approach has the merit of demonstrating that globalizing education is not too broad, too "fuzzy", too complex, nor too abstract to be done with integrity at any level of education, including elementary.

While many rationales and design patterns for global education have been generated, in essence, a scheme for planning, selecting and ordering learning experiences needs to be followed. One of the recent books by Pike and Selby (1989) titled, *Global Teacher, Global Learner* has provided ample formats for teachers to select for their particular teaching situation. Their suggested format indicates that a teacher needs to consider: a) knowledge objectives, b) key ideas or content, c) activity/output, and d) resources.

This text supplies many key ideas as well as subject-based approaches to global education. There are several states which now have developed curriculum resource guide materials for teachers for elementary schools and secondary schools. Also, many publications, films, video tapes, and other media are available to teachers.

Students preparing to become teachers now have a greater opportunity to study abroad, do part of their student teaching abroad, and participate in global studies so that they can acquire a global perspective personally. These types of experiences will better equip them to serve in our future classrooms. As Paulson (1982) observed, "If teachers are international in outlook, attitude, and experiences their students will reflect this perspective too."

Teachers in the U.S. are given great flexibility and responsibility to make the decisions affecting the identification of learning objectives, selection of content, determination of process, and evaluation of learner outcomes. Most teachers have access to many resources to aid and enhance their teaching.

There is also a growing body of literature in global education which creates a more solid foundation of theory and practice. For example, Ramler (1991) cites six guiding principles developed by Becker for global education. These include:
- All teachers, as well as students, should have opportunities to learn about and work with individuals whose ethnic and cultural background are different from their own.
- Global studies should be viewed as cross-disciplinary, involving the arts, humanities,

sciences, mathematics, as well as foreign languages and social studies.

- The impact on individuals and on society by the increase in transnational interactions should be included in the curriculum.
- The changing role of nations in the world system should be explained throughout the instructional materials, and the increasing number and importance of international organizations should be highlighted.
- The changing and evolving role of the United States in world affairs should be included in the study of international trends and development.

The above guiding principles present a challenge to teachers of all disciplines and will serve as guideposts to instructional development of appropriate learning encounters for students of particular levels of instruction.

Summary

Global education is not a new subject, but an essential dimension of many subjects. Global education must encompass content, process, competence and attitude. Research from the Research Center for Education supports the premise that the school administrator of effective schools places important emphasis on curriculum and instruction. Therefore, it is necessary for school administrators to influence the teachers to infuse global education in their particular schools. It may be appropriate to end with Sava's quotation from a publication of the National Association of Elementary School Principals, "In an era of increasing international inter-dependence, we can ill afford to let our young people remain ignorant of the complex ties that bind the people of the world into one global community." Because global education engenders a deeply personal perspective, evaluation must stress self-assessment. The important point here made by Levitt (1990) is that one has to respect human behavior instead of always trying to judge it.

States including New York, Florida, Maryland, Minnesota, California, Michigan and Iowa have made serious efforts to infuse global education in their school and college curricula. Obviously there are other states with which the author is not equally familiar with their efforts. As an author, I also encourage the reader to look to many other nations including the United Kingdom, West Germany, Switzerland, Holland, Australia, and Canada for global education models and resources.

References

Anderson, C.C. (1982). Global education in the classroom. *Theory into Practice,* 21(3), 168-176.

Baliles, G.L. (1989). *America in transition: The international frontier.* National Governor's Association, Washington, D.C.

Becker, J.M. (1979). The world and the school: *A* case for world- center education, in *School for a Global Age.* J. Becker, McGraw-Hill, New York.

Collins, T. H. & Sally, B. Z. (1982). G*etting started in global education: A primer for principals and teachers.* National Association of Elementary School Principals, Arlington, VA.

Hanvey, R. G. (1982). *An attainable global perspective.* Global Perspective in Education Inc., New York.

Kerr, C. (1987). *The United States prepares for its future: Global perspectives in education.* Global Perspectives in Education, N.Y., New York.

Kniep, W. M. (1986). Defining global education by its content. *Social Education,* 50(6), 437-446.

McCue, J. (1989). Differing approaches to global education. An Occasional Paper Presented to IGEA, December 9th, Ames, Iowa.

Paulson, S. F. (1982). International competence: A basic for our time. *Journal of General Education,* 34(3), 224

Pike, G & Selby, D. (1988). *Global Teacher, Global Learner.* Hodder & Stoughton, London, England.

Ramler, S. (1991). Global education for the 21st century. *Educational Leadership,* 48(7), 44-46.

Robertson, R. (1987). Globalization and societal modernization: A note on Japan and Japanese religion. *Sociological Analysis,* 47(5), 35-43.

Tetenbaum, T. J. & Thomas, A. N. (1986). Designing teacher education for the twenty-first century. *Journal of Higher Education,* 57(6), 621-535.

Vocke, D. E. (1989). Those varying perspectives on global education. *The Social Studies,* 79(1), 18-20.

Wolansky, W. D. (1989). The perplexing territory of global perspective. *The Global I Newsletter of Iowa Global Education Association,* 1(1), 3.

Proceedings
of
Phi Beta Delta
Honor Society for International Scholars
Volume 7 Number 1 Fall 2016

Michael Smithee, Ed. D.
Editor

International Service-Learning: The Right Way

by David Santulli and Theresa Higgs (October 14, 2016)

Traditional university education during most of the last century limited students to four walls and a stack of textbooks with a focus on preparing students in their academic areas of interest as well as for their preferred careers.

Over the past few decades, however, there has been a shift in the visions of universities throughout the United States and the world. More and more universities are now striving not just to develop the "whole" person, but to cultivate their students as globally aware, responsible, and engaged citizens.

Institutions both large and small are embracing active global citizenship as part of their visions. Duke University's vision states that they will "enable faculty and students to learn about the human condition and the world we live in and to develop the knowledge and experience for addressing major global challenges. It will encourage faculty and students to inhabit the world imaginatively, to understand it deeply and to engage with it rigorously and thereby prepare students for lives of purposeful and transformative global citizenship. Duke will be a university of and for the world." Linfield College, a smaller private, comprehensive undergraduate institution located in the Pacific Northwest, states that it actively educates students to become global citizens, with more than 40 percent of all graduates participating in international experiences.

This concept of global citizenship transcends the mere acquisition of global awareness as fostered through traditional study abroad; it also embraces the development of socially responsible leadership, civic engagement, relational diplomacy, and academic and professional competence.

Universities are realizing that in order to achieve this broader aspiration of developing the "whole" global citizen, students must be exposed to real world experiences and that these experiences are most transformational in the development of active citizenship when they empower students to be positive contributors to society.

All these factors have spawned a growing interest among faculty in the integration of international service-learning into their curricula as a vital pathway to fulfill the global visions of their institutions.

Some faculty have engaged in international service-learning for years, but for many it is the first time. Even for experienced internationalists, they may not be up to speed with all the advances in the field of international service-learning.

There are a myriad of pitfalls that can not only slow student learning, but also detract from it. When international service-learning is not implemented appropriately, the local

community can also be harmed. On top of all this, faculty often do not have the experience or the bandwidth to ensure proper safety and risk management procedures for their students.

Dr. Tim Stanton, Director Emeritus of Stanford University's Bing Overseas Studies Program in Capetown, South, Africa and former Director of Stanford's Haas Center for Public Service has spent his career involved in international service-learning and experiential learning. Dr. Stanton will be leading a seminar in service learning to discuss, analyze and engage with developing programs and curriculum in international service-learning. This seminar will be held from June 10th to 17th, 2017 in San Jose, Costa Rica and offers the opportunity for an intimate cohort of faculty and administrators from diverse institutions to engage in reflective community-based learning through a program offered by United Planet, an international nonprofit organization.

Dr. Stanton encourages faculty and administrators alike to give pause before bringing students abroad for international service-learning programs. Despite the understandable excitement that most faculty may have about taking their students abroad as part of a course, there are many key questions that should be considered and addressed beforehand. There are also a plethora of misperceptions.

Common misperceptions include:
- So we've done domestic service-learning. International service-learning should not be that different…
- I've never done service-learning before, but it should be simple enough. I can figure it out while I am there…
- I'll just find a community organization myself and work with them. I'll arrange everything else for the students. The organization is sure to benefit…
- Connections students make between their community interactions and the curriculum will be obvious. I won't need to lead much reflection or provide too much guidance...

Of course, many faculty and administrators are much more thoughtful in their approach. Key questions they ask include:
- What do I need to consider when moving from domestic service-learning to international service-learning?
- What best practices do I need to consider when planning an international service-learning program? How do I insure that my community partners benefit from this experience as much as my students?
- How can I most effectively integrate this experience into the course curriculum? What key learning outcomes have I not considered? What pedagogical practices must I employ?
- How can I ensure my students are learning and serving in a meaningful way?

- What safety and risk management procedures do I need to take into consideration as I plan to implement this program? Should I reach out to a partner organization?
- How do I ensure that the host community is engaged and the outcome of our joint work is beneficial to all involved – local residents, NGOs, homestay parents, etc.?

International service-learning —when conducted effectively— has the potential to bring about tangible benefits for community partners and life-changing experiences and powerful learning outcomes for students. In an interconnected world, we can no longer barricade our students inside classrooms. Instead, we must open up their portals to the world and join them on their journey into a new kind of global classroom. If we engage in international service-learning in an intentional and reflective way, we can prepare a new generation with the knowledge, values, skills, and commitment they need to become globally aware, responsible, and effectively engaged citizens and leaders.

About the Authors

David Santulli, MA, CPA, is President and Founder of United Planet, an international nonprofit based in Boston, Massachusetts, that works to build meaningful relationships among people of different backgrounds across borders in 35 countries. United Planet works closely with academic institutions, corporations, and nonprofits around the world to develop and implement programs and trainings. David is also the Managing Director and Founder of the Relational Diplomacy Institute (RDI), an independent and nonpartisan think tank that works to promote and research the best practices in Relational Diplomacy. David authored a book on his research with peace builders in Cyprus, Relational Diplomacy, Innovations in Peacebuilding: A Case Study of Cyprus (2011). David lived in Tokyo, Japan for nine years as the Founder and CEO of a global trading company. He holds a Master's of International Affairs from the Fletcher School of Law and Diplomacy at Tufts University, an Executive Non-Profit Management Certificate (PMNO) from Harvard Business School/Harvard Kennedy School, attended St. Louis University's International Business and Spanish Language program in Madrid, Spain, and graduated Magna Cum Laude from Loyola University Maryland. David has served as teacher in U.S. public schools and as a CPA and financial consultant for PricewaterhouseCoopers. David's nonprofit work and travels have taken him to more than 100 countries.

Theresa Higgs is the Vice President of Global Operations at United Planet and has been with the organization since 2006. She oversees United Planet's programs, manages program staff in Boston and abroad, and conducts site visits and trainings worldwide. She has an MA in Intercultural Relations from Lesley University and a BA in Leadership Studies from the University of Richmond. In between her studies, Theresa served as a Peace Corps volunteer in Niue, a small Polynesian island in the South Pacific. She also worked with international students at a boarding school in Illinois and in the study abroad office at Babson College.