

# **Internationalizing Faculty: A Phased Approach to Transforming Curriculum Design and Instruction**

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## **ABSTRACT**

This paper presents the results of research into the effectiveness of the design and delivery of a multi-phased faculty development program for internationalizing course curriculum and teaching practices at Malaspina University-College and its impact on participants' ability to integrate intercultural and international dimensions into the design and delivery of their curriculum. The theoretical foundations that influenced the project's design are also presented to demonstrate the necessity of developing and implementing faculty development programs to internationalize curriculum that integrate transformative, cross-disciplinary and intercultural relations perspectives as central components of the design.

## **Introduction**

Malaspina University-College's commitment to the internationalization of its teaching, administrative and student support functions is clearly reflected in its strategic plan and institutional vision which is to be a leader in international education by preparing students to contribute to a changing world. In order to achieve this vision, part of the institution's focus has been on changing teaching expectations and practices through the development, implementation and evaluation of a faculty development program on internationalizing curriculum that was transformative in nature (Paige and Mestenhauser, 1999). The main purpose of this paper is to present the results of our research into the effectiveness of the design and delivery of this multi-phased faculty development program for internationalizing course curriculum and teaching practices and its impact on participants' ability to integrate intercultural and international dimensions into the design and delivery of their curriculum. The theoretical foundations that influenced the project's design are also presented to demonstrate the necessity of developing and implementing faculty development programs to internationalize curriculum that integrate transformative, cross-disciplinary and intercultural relations perspectives as central components of the design.

## **Theoretical Foundations – Internationalizing Faculty**

The core definitions and theoretical foundations from the field of internationalization that influenced this project's design are presented in this section in order to provide a basis for understanding research findings from a focus group with faculty six months following their participation in Malaspina University-College's development initiative on internationalizing the curriculum. The central role played by faculty as curriculum developers and teachers will be analyzed in order to provide a rationale for focusing on the intercultural development of faculty in these types of initiatives. Finally, recent research in the field that can be used to design faculty development workshops that develop intercultural competence as part of the process of internationalizing curriculum will be presented.

## ***Internationalization and Intercultural Definitions and Perspectives***

'Internationalization' is a term that has been broadly used and interpreted resulting in a lack of a single shared understanding (Bond, 2003). The most widely used definition is suggested by Knight (2004) who acknowledges the confusion regarding a definition stating that it "is interpreted and used in different ways in different countries and by different stakeholders" (p. 6). Knight defines internationalization as "the process of integrating an international and intercultural dimension into the teaching, research and service function of the institution" (1994, p. 7). By describing this as an act of integration of these two aspects, she is referring to an on-going effort that infuses these dimensions into the policies and programs of an institution.

Knight's (2004) most recent work surfaces some issues that she affirms as being important to promoting internationalization efforts. The first issue raises the question of how institutions will "deal with the intersection of international and intercultural" (p. 49). These two dimensions are closely related, but as a recent study from the University of Southern Australia (Crichton et al, 2004) concluded after a thorough review of current literature, "it is clearly discernable that the two bodies of scholarship remain quite separate" (p. 3). The study attempts to bridge these two areas by stating that the two dimensions can be integrated, but that the intercultural is more inclusive and influential to student learning. The researchers state that:

*Intercultural* education, as opposed to *international* education, is a more inclusive formulation, in that interculturality includes both international and domestic students. All students, regardless of their location, need to develop the capability to contribute in the intercultural construction, exchange and use of knowledge (p. 11).

Bennett and Bennett (2004) provide a definition and conceptualization of intercultural competence that integrates well with the thinking of Crichton et al (2004) by linking the international and intercultural components. The authors take an intercultural relations perspective and define intercultural competence in terms of a mindset and a skillset, beginning with the mindset that:

refers to one's awareness of operating in a cultural context. This usually entails some conscious knowledge of one's own culture (cultural self-awareness), some

frameworks for creating useful cultural contrasts (e.g., communication styles, cultural values), and a clear understanding about how to use cultural generalizations without stereotyping. The mindset (or, better, “heartset”) also includes the maintenance of attitudes such as curiosity and tolerance of ambiguity, which act as motivators for seeking out cultural differences (p. 149).

They then continue with a description of the intercultural skillset which:

includes the ability to analyze interaction, predict misunderstanding, and fashion adaptive behavior. The skillset can be thought of as the expanded repertoire of behavior – a repertoire that includes behavior appropriate to one’s own culture but does not thereby exclude alternative behavior that might be more appropriate in another culture. (p. 149).

This mindset and skillset definition of competencies is comprehensive and serves as a means for designing a program that promotes the development of these outcomes. Overall, these perspectives emphasize the need to recognize the influential place of intercultural learning in any discussion of internationalization. These perspectives also contribute a more complex and nuanced dimension to Knight’s conceptualization and promote the view that intercultural development should occupy a central place in the internationalization process.

### ***Central Role of Curriculum***

Researchers place the curriculum at the center of any attempt to internationalize higher education. Bond (2003) cites Knight’s (1995) opinion that there are nearly 20 elements to internationalizing higher education and argues that all of these various elements are not equal to the status and centrality of curriculum for actualizing the kinds of changes to higher education proposed. This position is supported by the earlier work of Maidstone (1996), who identified curriculum as being “the primary vehicle for accomplishing internationalization” (p. 7). Paige (2003) further develops this perspective by noting how integration is the means for “developing international and intercultural knowledge, skills, and worldviews” (p. 56).

### ***Definitions of an Internationalized Curriculum***

Development of the conceptualization of an internationalized curriculum is reflected in a definition that is shared by Whalley (1997), a Canadian, and Bell (2004), an Australian,

which has its roots in an earlier work by Bremer and van der Wende (1995). The definition proposes that the curriculum will have “an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context, and designed for domestic students and/or foreign students” (Whalley, p. 10). This definition incorporates the international and multicultural, professional, and social dimensions of the role of education, and links the benefits that this kind of learning provides to both domestic students and those from abroad.

Nilsson (2000) proposes a definition with an added level of complexity by describing it as “a curriculum which gives international and intercultural knowledge and abilities, aimed at preparing students for performing (professionally, socially, emotionally) in an international and multicultural context” (p. 21). This definition incorporates the international and intercultural and the development of knowledge and skills, and more specifically, it includes performance objectives beyond the professional and social dimensions outlined in the earlier definitions to include the emotional. Nilsson’s definition of curriculum also serves learners in domestic and global diversity contexts. This perspective is supported by Wachter (2000) who argues that “part of the qualifications and skills passed by universities to the next generation will not only be ‘international’ but also ‘intercultural’” (p. 10). Arguments that support placing intercultural learning at the center of this kind of curriculum are becoming an increasingly common feature of recent publications and research in the field.

### ***Integrating the Intercultural and the International***

Mestenhauser’s (1998) model of an internationalized curriculum promotes the development of complex, critical, comparative, interdisciplinary, and intercultural ways of thinking and being represents one of the most comprehensive and provocative views in the field. This metacognitive view is further developed in the collaboration of Paige and Mestenhauser (1999), and later in further work published by Paige (2003). These scholars point out that curricula need to incorporate the intercultural in order to move beyond teaching facts toward the promotion of new ways of recognizing how cultural variables influence how and what we know. Yershova, DeJaegere, and Mestenhauser (2000) take this analysis a step further to integrate intercultural analysis, critical thinking, and comparative thinking. Mestenhauser (1998) notes the importance of the

development of intercultural understanding and perspectives. "Virtually every task and function of international education eventually confront the concept of culture" (p. 31). The approach to internationalization taken by some researchers (Mestenhauser, 1998, 2000, Paige and Mestenhauser, 1999) is transformative in how it attempts to create a new consciousness on campuses and is referred to by Paige and Mestenhauser (1999), and Paige (2003) as an 'internationalized mindset'. They define this mindset as "a way of constructing knowledge that recognizes the significance of cultural variables and understands education itself as a cultural phenomenon" that uses "interdisciplinary thinking" (Paige and Mestenhauser, 1999, p. 501) to understand the global forces at work in shaping the world.

How to best develop intercultural competence as part of the internationalization process is problematic. Teekens (2003) argues that curricula need clearly defined objectives to develop intercultural learning. She has been critical of past practices which simply placed diverse groups of learners together with hopes of some intercultural learning emerging from the contact. This view is echoed by Otten (2003), who acknowledges the centrality of the intercultural to international education, and who argues that intercultural competence does not simply occur as a result of placing students in diverse or international educational contexts, but must be consciously prepared for and delivered. The above perspectives of Teekens and Otten regarding the need for an intentional integration of intercultural learning in the curriculum is supported by research by Gordon Allport (1954) who created the concept of the Contact Hypothesis to describe how contact with dissimilar others does not necessarily lead to intercultural learning and outlined four conditions that need to be present for reducing intergroup prejudice. This has been modified by recent research by Pettigrew and Tropp (2000), who investigated the elements of how "optimal contact situations" (p. 111) should look and be created. The fact that contact between individuals or groups coming from different cultures does not necessarily lead to culture learning or appreciation was also discussed by Bennett (1993) who explained that it is not merely enough to be in the vicinity of intercultural experience, but that one must have a consciousness of the experience. Well-planned curricula provide the constructs for such a consciousness to develop.

Recent work at the University of Southern Australia provides examples of how an institution can undertake an on-going internationalization effort that is interdisciplinary,

intercultural and transformative in its approach. Leask (1999, 2001) reported on a process that was undertaken to bring about convergence of both the administrative as well as the academic practices of that university. In this conceptualization, intercultural competence played an important role. In the words of Liddicoat (2004), a researcher from that institution, internationalization:

needs not only deal with newly arriving students from other places, but also with local students who bring their own language, culture and identity to the learning context and who equally need to be able to respond productively to the cultural contexts in which they now find themselves (p. 71).

This approach places intercultural competence as the central outcome for all participants, whether international or domestic students, faculty or staff.

Recently, Crichton, Paige, Papademetre, and Scarino (2004) produced a comprehensive work that integrates intercultural perspectives into curriculum and pedagogy. The work outlined intercultural development as an essential learning outcome and benefit for both domestic and international diversity. They argued that all students (and faculty) need to develop the intercultural mindset and skillset as part of their experience at the university. This study presented a set of five principles supported with some detailed approaches that could be used in the design of curriculum and pedagogical approaches taken.

### ***Models of the Internationalized Curriculum***

A variety of models have been conceptualized to help designers plan and evaluate internationalized curricula. Recent work by Bell (2004) studied how faculty attitudes towards culture were reflected in how they designed and spoke about curricula. Bell's "Spectrum of Acceptance of Internationalizing Curriculum" is a four-stage model that adapts Ellingboe's (1998) six-stage measure of attitudes toward this sort of initiative. Both of the models by Ellingboe and Bell were heavily influenced by Bennett's (1993) Developmental Model of Intercultural Sensitivity (DMIS). They incorporate Bennett's conception of an ethnocentric divide between an ethnocentric and ethnocultural perspective into their designs. Ellingboe's six stages were more strictly tied to the six stages of the DMIS than the four stages proposed by Bell (2004).

Morey (2000) incorporates a multicultural education model developed by Kitano as a way of viewing the curricular change process in the context of international education. She conceptualizes this process “in terms of levels of transformation rather than as a static outcome” (p. 28). The model developed by Kitano has three stages or categories, moving from a status quo perspective referred to as “Exclusive” to a second “Inclusive” stage and finally a “Transformed” stage (p. 30). The model effectively focuses on both international and domestic diversity as important components of the curriculum.

A model that complements Morey’s is Bond’s (2003) “Approaches to Internationalizing the Curricula” (p.8). Bond based her design on the thinking of Mestenhauser (1998) and Banks (1999), proposing a three-stage model that described curricular reform approaches on a scale from “Add-on” to “Infusion” to “Transformation.” Add-on referred to a curriculum that simply added new international content “from a culture other than one’s own” (p. 7). This approach is the least complex. Bond explains how an infused curriculum is more systematic, begins to change content and assignments, and integrates more diverse content into the core fabric of the course which represents the most common approach. Finally, she observed that a transformational approach is less common because of how it works to change faculty and students in “fundamental ways” in how they “think about the world and their place in it” (p. 8).

## **Faculty, Curriculum and Instruction**

### ***Faculty’s Central Role***

Faculty is acknowledged in the literature as the group most responsible for internationalizing the curriculum. Bond (2003), after reviewing the literature and conducting surveys of Canadian higher education, concluded that there was consensus among faculty that curriculum falls into their domain of responsibility. This is echoed by Teekens (2000), who took the perspective a step further by incorporating not just the content of curriculum, but also the act of teaching as a central feature. She affirms, “It is the lecturer who is the core player in the process. It is her or his teaching that ultimately determines the results in the international classroom” (p. 30).

Paige (2003) asserts that faculty can model the kind of knowledge, values, and behaviours that the “international mindset” (p. 58) promotes, but that “parochialism, ethnocentrism and disinterest in international learning” (p. 58) are also possible. Paige’s observation regarding faculty preparation raises the issue of who is teaching the teachers to embody and do the work required. Mestenhauser (2000) notes that faculty often expect students to experience and be capable of skills they themselves do not possess. He asks the questions of “how to teach the teachers” and how can international and intercultural knowledge “be integrated with the disciplinary knowledge” (p. 33). Faculty creates this curricular content as they teach their courses, and so the development of each individual faculty member is central to the success of these efforts.

### ***Content and Instruction***

As the above discussion demonstrates, internationalizing the curriculum incorporates both content and pedagogy. Paige and Mestenhauser (1999) refer to this approach as one that emphasizes the learning process and is reflected in various ways in the work of Paige (2004a), Crichton (2004), Bell (2004), Teekens (2003), Morey (2000) and Maidstone (1996). All noted the integration of content and pedagogy as central to the success of this approach to education. Researchers such as Teekens (2003) and Nilsson (2003) describe the importance of developing outcomes for learners that are both cognitive and attitudinal (affective). This was developed further in works by Otten (2000) and Paige (1993), who emphasized that integrated intercultural and international learning outcomes need to develop learners’ cognitive, affective, and behavioral domains.

Four researchers, Liddicoat (2004), Paige (1993, 2004a), Leask (1999) and McKellin (1998) took the above discussion a step further and discussed the importance of sequencing in course design. McKellin discussed how transformation demands fundamental changes in teaching and Liddicoat, in particular, discussed the implications that decisions about teaching and learning have on faculty and learners. Paige (2004a) elaborated on his earlier work (Paige, 1993) and presented a way for faculty to integrate Bennett’s (1993) DMIS as a means to identify learner characteristics and needs, and then plan and sequence learning activities based on the developmental needs of

learners. This will be discussed in relation to training design in greater depth later in this section.

### ***Faculty Resistance to Change***

As noted earlier, faculty play a central role in the redesign of the curriculum. Morey (2000) highlights the importance that motivation plays in developing the changes in expertise and values that faculty need to develop. The national cultures of institutions as well as their disciplinary cultures are contexts that faculty are challenged to become aware of and transform.

Maidstone (1996) acknowledges the resistance of faculty to the kinds of changes discussed by stating that, "Faculty typically understand their discipline or field, and teach it the way they themselves were taught. Transformations of consciousness do not, therefore, come about easily" (p. 37). This kind of shift in consciousness may not be for all individuals, or occur to all faculty members at the same time. Mestenhauser (1998) notes this pessimistically, observing that these kinds of transformations of national and disciplinary thinking were "unlikely to be taken into account by the mainstream" (p. 21). Nonetheless, he maintains hope that changes are indeed possible and that they will eventually take place as a result of ongoing, well-planned and executed efforts.

### ***Designing Training for Developing Faculty Intercultural Competence***

The earlier discussion of the nature of internationalized curriculum incorporated the idea that integrating the intercultural and international in curriculum and instruction can be transformative. Paige (1993, 1996), and Paige and Martin(1996) discuss the decidedly transformative nature of intercultural learning and the implications for the leaders (facilitators, teachers, trainers) responsible for the design, planning, and delivery of this kind of learning. Paige (1993, 1996) provides a comprehensive set of trainer competencies that cover the knowledge, skills, and program design and execution dimensions for anyone leading a group of learners through an intercultural learning program. This was considered from the perspective of ethics in intercultural development by Paige and Martin (1996), who argued that because of the risks involved in intercultural learning, trainers or teachers must be highly skilled in dealing with what comes up for learners in the process of a lesson or an activity. Paige and Martin affirm

that intercultural learning is “potentially threatening to the learner because it challenges existing and preferred beliefs, values, and patterns of behavior” (p. 46). They argue that a trainer or teacher who has the knowledge, skills, and experience necessary can better design and conduct programs that will result in positive intercultural learning outcomes.

Recent scholarship by Bennett and Bennett (2004) integrates international and domestic approaches to designing and conducting intercultural training using frameworks such as the Developmental Model of Intercultural Sensitivity (DMIS) to explain how this can be achieved. This is also emphasized in J. M. Bennett’s (1993) framework for assisting trainers and teachers to conceptualize appropriate levels of challenge and support in both the content and process dimensions of their program. As noted earlier, the framework conceptualized by M. J. Bennett (1993) can be used to assess learners and design intercultural programs appropriate to their developmental stage. The Developmental Model of Intercultural Sensitivity (DMIS) is a six-stage scheme that identifies where individuals fall along a scale moving from ethnocentrism to ethnorelativism. Individual stages of intercultural sensitivity on the DMIS can now be assessed using an instrument known as the Intercultural Development Inventory (IDI). This resembles the approach discussed earlier, regarding work at the University of Southern Australia, that integrates intercultural learning in a way that develops intercultural competence for both internationally and domestically diverse contexts (Crichton et al., 2004). Bennett and Bennett use a “constructivist approach to the definition of culture to a related developmental approach to understanding cultural identity and intercultural competence” (p. 147). They explain how the DMIS can be used with current research into identity development to design training that promotes the development of intercultural competence in international and domestic contexts.

Bhawuk and Triandis (1996) produced a model of Intercultural Expertise Development, that suggests an uncomplicated scheme for mapping how theory and experience could be combined in an intentional way to bring about intercultural expertise. They describe a progression through four stages including: Lay, Novice, Expert, and Advanced Expert. Individuals progress as a result of lived experience, the study of intercultural theory, and participation in behavioral training. The model represents an acknowledgement of the importance of lived experience in helping learners develop intercultural competence by

incorporating the cognitive dimensions of intercultural learning into affective and behavioral learning domains.

These researchers placed emphasis on the importance of appropriate selection and sequencing of materials, concepts, and activities to realize the best outcome for learners. Paige (2004b), in his analysis of thirty-five instruments used in intercultural training, discusses the application of the IDI to training design, the assessment of personal development of participants, overcoming participant resistance, and bridging theory to practice. He found the IDI to be an effective instrument to integrate into intercultural training programs.

Two researchers from outside of the intercultural and internationalization field (Mezirow, 2000; Cranton, 1994, 2002) provide useful perspectives related to transformative adult learning. To these researchers, transformation represents a shift in how learners make meaning involving the questioning and reforming of previously held frames of reference. Mezirow, likely the best known of the transformative learning theorists, defines transformative learning as the:

process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mindsets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action (pp. 7-8).

Leask (1999) concurs that faculty need to develop their abilities when she affirms that teaching staff need “to develop new knowledge, skills, attitudes and values” (p. 2) in order to create and deliver an internationalized curriculum. Leask invited faculty to reflect on how they think about teaching and learning. This was also a position taken by Otten (2003), who noted that internationalizing content and teaching demands faculty to reflect on “the implicit cultural patterns of the entire didactic interaction” and that this included “the selection of course content and material, design of classroom setting and teaching material, communication with students, and the role of teachers” (p. 20). While it is not clearly attributed in the work of Otten, Leask’s thinking on the role of reflection as part of faculty development was influenced by the work of Schon (1987) who identified the use of reflection as an important practice for practitioners of complex tasks such as teaching.

A flexible model for faculty curriculum redesign that facilitates faculty efforts to integrate newly developed intercultural perspectives into a redesigned curriculum can be found in a successful example produced at McGill University. The workshops are intended to help faculty redesign their course curricula and instructional approaches. The design was refined over a period of ten years and was published by Saroyan and Amundsen (2004). This approach is interdisciplinary and consistent with the integrative, comparative, and interdisciplinary thinking proposed in the internationalizing the curriculum literature by Mestenhauser (1998). It integrates an innovative use of concept mapping with interdisciplinary groups of faculty as a central dimension of its design. The structure is flexible and has the potential to be combined with a program that develops intercultural sensitivity so that intercultural dimensions can be incorporated into a faculty member's curriculum redesign.

## **Malaspina University-College's Faculty Development Program**

### ***Program Overview***

The *Internationalizing the Curriculum* faculty development project implemented at Malaspina University-College placed intercultural competence at the center of its design. As a result, it followed principles laid out in the previous section and incorporated the Developmental Model of Intercultural Sensitivity as its core framework for selecting, sequencing and facilitating sessions that would best meet the developmental needs of the faculty participants.

In general, the project's multi-stage design (figure 2) moved from topics and methods that were relatively safe for participants to those that were increasingly challenging and demanding on a personal and professional level. As a demonstration of this principle, the first three-hour session was designed to appeal to a large audience by focusing on how teachers could better understand and interpret the cultural behaviors of their multicultural student body. The session was offered three times to over sixty faculty and introduced participants to how culture influenced student behaviors and expectations by providing some introductory theoretical frameworks that faculty could then apply to their own classrooms. This initial three-hour session also introduced the core concept of the central role played by the 'self that teaches' which subsequently influences teaching

practices and the development of course curriculum. This model was termed the ‘Three Pillars of Internationalization’ (figure 1). It is important to note that the session was not designed to challenge faculty to deeply investigate how their own assumptions and cultural conditioning influenced what they were experiencing but only to introduce these concepts that were further explored in subsequent sessions.

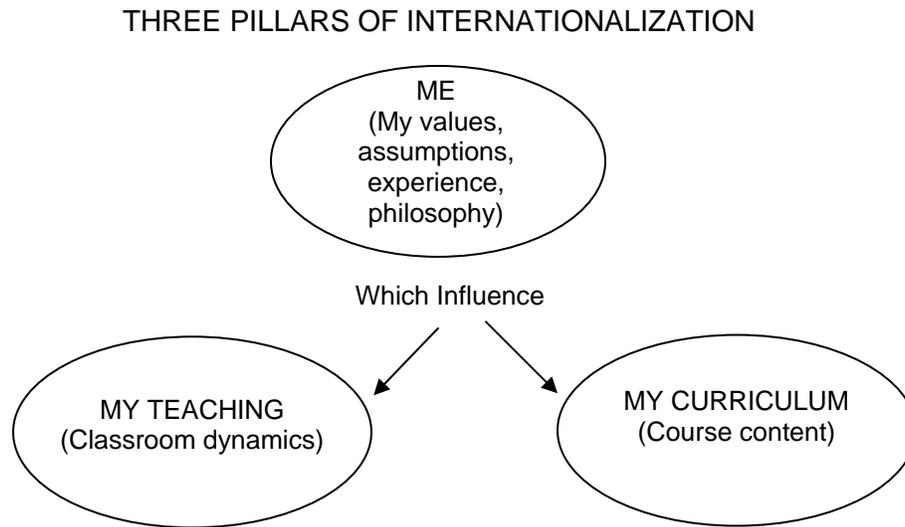


Figure 1 – The Three Pillars of Internationalization

Participants from this first session were then provided with the opportunity to apply for one of the ten spaces in the *Internationalizing the Curriculum* three-day retreat. The retreat was based on the application of a transformative design that encouraged faculty to look at how their level of intercultural competence influenced their capacity to interact with and teach an internationally and domestically diverse student body, incorporate various intercultural perspectives, and feel competent designing a curriculum and using/selecting materials that integrate intercultural and international learning objectives.

The retreat was preceded by one-on-one Intercultural Development Inventory (IDI) consultations to review each participant’s assessment results in order to enable them to gain insights into their own intercultural development and what they wanted/needed to work on in the sessions to follow. The IDI results were also used to help the project planners with the design and facilitation of the retreat to ensure it met with faculty needs. The retreat design was then sequenced into three parts. The first two days focused on the development of intercultural competence through the integration of activities that

helped participants better understand the design and potential areas of redesign for a course curriculum they wanted to internationalize.

The first two days were then followed by a two week interval to allow faculty to reflect on and integrate the principles explored during the retreat to the design of their new curriculum and to notice any changes in their teaching practice. During the third day of the retreat, these designs were presented and faculty received constructive peer feedback on each of their designs. The final stage of the development initiative occurred six months following the last day of the retreat when faculty participated in a focus group session to discuss the results of their participation in the year-long development initiative.

### OVERVIEW OF THE COMPLETE PROGRAM

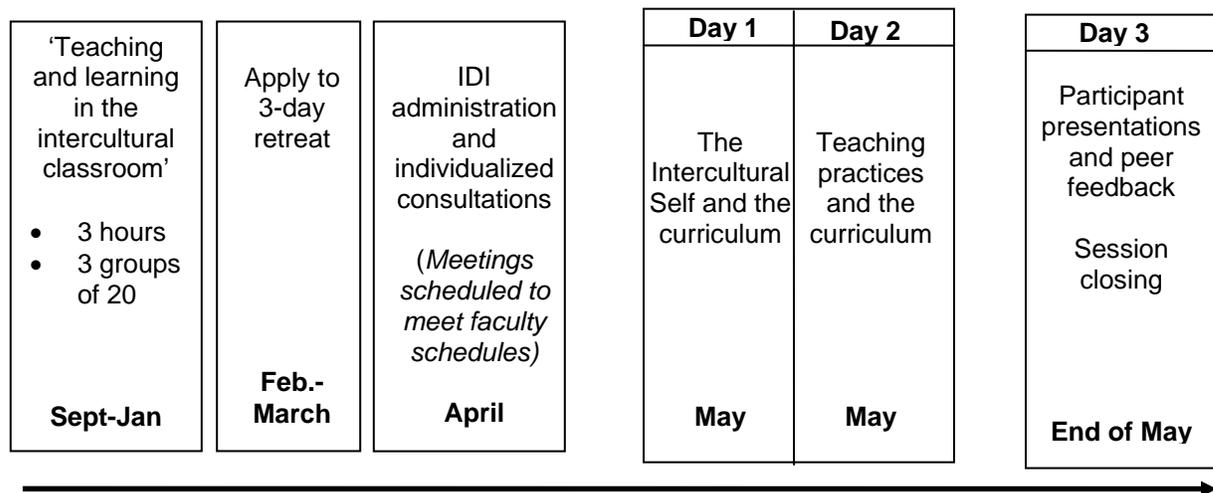


Figure 2 – Sequencing of Faculty Development Program

## Internationalizing the Curriculum – Results

### *Procedure*

A focus group interview was conducted six months following the last phase of the faculty development program with five of the nine participants who participated in the initiative. The purpose of the focus group was to gather faculty input on the extent to which their

intercultural sensitivity and their ability to teach an internationalized course had changed as a result of participating in the year-long process and how this was reflected in the design and delivery of their curriculum. The questions asked during the two hour session were formulated to elicit responses in each of these areas.

### ***The Focus Group as a Qualitative Method of Inquiry***

The focus group interview was chosen as the primary method of data collection in order to determine participants' perceptions, feelings and attitudes as they related to their involvement in the development initiative. This approach facilitated the creation of a more dynamic social interaction process that provided the researchers with the opportunity to observe and hear participants talk about their experience as individuals and as a group. Indeed, the aim was to capture the lived experience of faculty in relation to their participation in the year-long process without attempting to quantify the extent of the change or personal transformation that occurred on a measurable scale. The use of this qualitative interview method was also intended to create "a fine-textured understanding of beliefs, attitudes, values and motivations in relation to the behaviours of people in particular social contexts" (Gaskell, 2000, p. 39). The 'social context' which represents the focus of this study was comprised of faculty members, the individual learning process leading to the development of their internationalized curriculum and the resulting interactions with their students as they delivered the course with new content and an adapted approach.

### ***Results***

The focus group discussions revealed that intercultural sensitivity and participants' perception of their overall ability to deliver an internationalized course had increased as a result of participating in the faculty development program which enabled them to develop the necessary attitudes, skills and knowledge.

### ***Individual Change Reflected in Teaching Practices***

Every member found that their approach to teaching had been impacted by the thought process and reflections they had started as a result of participating in the program.

When reflecting on the changes that occurred for them on a personal level, participants in the focus group concurred in their view that internationalizing the curriculum was an ongoing personal development process:

*The more you practice this, the more comfortable you become simply opening up the classroom to experiential learning on a cross-cultural basis.*

*I think this whole development process of internationalizing as well as just improving ourselves as teachers on all the various levels is an interpersonal interaction process. No matter what, people who don't want to improve are typically the ones who hide themselves the farthest away from interactions with others. For me personally, I need to go through this process with people that are at different levels to help me keep going, keep the energy up but I greatly appreciate that we were together with all the different perspectives here.*

*The thing about 'internationalizing the curriculum' is that we're talking about something that seems to be third party but in effect it forces people to take a look at themselves. If you were to set up a workshop and say "Hey guys let's get together and talk about our teaching biases", you'd get zero attendance but when you talk about internationalizing the curriculum, it gets around to the same issue.*

### **Outcomes for Students**

With an increased individual awareness of their own underlying beliefs, values and attitudes, faculty incorporated different approaches to delivering their courses which was clearly reflected in the resulting classroom dynamics. Every participant confirmed the importance of making the differing values and assumptions guiding individual behaviour (including their own) explicit, which in turn increased students' ability to identify the impact of these variables on classroom dynamics and team dynamics as they completed their group projects. This shift in teaching practices also changed the process of learning that occurred in the classroom as exemplified by the following statements:

*I've always been focussed on inclusion and I realized through this process that I was almost too focussed on inclusion and the 'sameness' of us all. Even though I've always*

*understood that people have different beliefs and values, I didn't realize that I wasn't looking as deep as I should have been as to how those beliefs and values play out in the classroom and what my expectations are for students, particularly students from different cultures.*

*It probably increased the level of conflict, and I'm viewing conflict in a positive way. So it's made the class more lively, more energetic.*

*The course was goal-oriented. Now, people are introducing other variables from their cultural perspective.*

*I probably paid more attention to the process this time around. I've made a conscious effort of being more process-oriented with less emphasis on the marks.*

*One of the things I have noticed is that socially, students are interacting more, especially in our program where no one culture is dominant.*

One participant also captured learning from a student perspective and presented feedback from students which demonstrated how the internationalized course had challenged students' beliefs and assumptions, encouraged them to think from different perspectives and left them better equipped to articulate their beliefs and values.

### ***New Perspectives on Internationalization***

When asked how they would now define an 'internationalized curriculum' as a result of participating in the development initiative, faculty formulated definitions which clearly placed the intersection of the intercultural with the international as a central component of their perspective:

*An international curriculum is one which has seamless connections to all the different cultures in the world and is transparent if there are particular cultural biases where before it used to be built in and assumed.*

*It is sensitivity, awareness and curiosity about differences and challenging ethnocentric views of the world so it creates a broader understanding of how we are, where we are.*

*It's looking at the same topic, seeing differently, and all being right depending on our background, viewpoints and perspective. Context provides that.*

*I think one of the things it provides learners is an opportunity to challenge their beliefs, values and assumptions and engage them in an exploration that might take them to places that they never expected.*

When asked about the relationship between 'international' and 'intercultural' components of an internationalized course, participants clearly placed the intercultural aspects of delivering the course at the forefront:

*The theme that came up for me very strongly last spring is that internationalizing means standing between nations, the one you come from, and the one you're going to or dealing with and respecting and understanding them as two different places. I tend to see culture as a different thing than nation but I also tend to see them as bound up together.*

*Nations are lines on a map and culture is about the rules of how to operate. For me, trying to understand and being sensitive to those rules is an important piece.*

*International is an arbitrary state/country divided by lines on a map. Intercultural is the shared beliefs, behaviours, assumptions that basically define how a bunch of folks hang out together in organizations.*

### ***Next Steps in the Development Process***

When asked what the next steps were for them as individuals and as a group, all participants agreed on the importance of continuing to meet to share their ongoing learning and insights and to further the development of their skills and knowledge in the field. A few participants shared their increased desire to travel abroad and some

members had already made plans to do so by participating in a faculty exchange initiative.

*I'd like to follow-up again in 6 months or a year or at some point just to see where people are at and to share again. Personally, I think we have a role in promoting this to other faculty and encouraging other people to participate in these experiences.*

*I've just scratched the surface. That's what I feel like. I've got an increased awareness and sensitivity and curiosity about it. So for me, the next steps are to continue that on my own to get a better understanding of it. What's that's done is really change my reading. And the other piece is going on a trip to Indonesia. So that's going to broaden my exposure. It's built up a whole new way of looking at things. As my learning deepens, I'm going to take it to the classroom. I'm not sure what that's going to look like yet but I'm going to take it to the classroom.*

*I think it's taking this information and sharing it with others to help them become aware of the influence of our culture on learning and that for myself it's to go deeper and go down these different avenues which I'm not sure any of those are yet.*

*For me, I find it hard to not think that the next thing for me is to travel some more and get reaffirmed in the particularities of cultures.*

*With regards to what's next with this project, if other people are going to follow, I hope there will be more for us. People often see it as a 'one of'. Don't toss us out of the Petri dish yet!*

## **Conclusions**

The intercultural and transformative focus of the faculty development program implemented at Malaspina University-College was intended to provide faculty with the tools to integrate intercultural perspectives into the redesign and delivery of their curriculum through the development of each individual's level of intercultural sensitivity. Based on focus group results and discussions with faculty members through the course of the year-long development process, the researchers have found that this model can

be very useful for other institutions embarking upon initiatives to internationalize their curriculum that go beyond 'infusion' or 'add-on' approaches.

The design and implementation of our development program will continue to be refined as we gather additional input from faculty on its effectiveness. Further exploration of the long-term impacts on faculty's ability to successfully deliver an internationalized curriculum is required to gain a better understanding of the transformative effect of our proposed approach at the individual level and at the wider institutional level.

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