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FACULTY INITIATIVE AND LEVEL OF EXPERIENCE IN A U.S. UNIVERSITY IN INTERNATIONALIZING THEIR CURRICULUM TO FOSTER STUDENT GLOCAL COMPETENCE

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Abstract

This study contributes by informing on the strategies that faculty uses to internationalize and integrate their curriculum to foster student glocal competence. Phenomenological processes such as epoche, phenomenological reduction, imaginative variation, and synthesis were developed to recognize, appreciate, and derive meaning from the perceptions faculty hold while internationalizing their curriculum. We expound on classroom activities and diverse curriculum contents that are utilized to internationalize in classroom settings. Purposive sampling and snowballing were used, and the sample size is based on the largeness of the sample while the selection of participants included a purposeful selection of 16 faculty members. Also, the “open coding” technique was used to identify instances of interviewees’ perceptions of faculty internationalizing their curriculum at the glocal level. The study adopts a phenomenological qualitative single case study that used individual interviews using open-ended questionnaires and document analysis for data collection. The sample focused on tenured track and instructional faculty only in internationalizing their curriculum. Findings revealed that most of the faculty mentioned the importance of involving students in the internationalization of the curriculum. Participants also state that student involvement cannot be taken away because student background, and previous and current experience from their different locals around the globe, will enrich internationalization.

Keywords: Internationalization, Glocalization, Curriculum, Experience, Higher Education

1. Introduction

Irrespective of the improved and intensified application of internationalization in illustrating the international aspect of higher education, there is still an observable misunderstanding of its meaning (Guo *et al.* 2022). Institutions are eager to expand their tracks or paths beyond their regions of domicile, by diverging into international markets by modifying their curriculum to suit different types of countries irrespective of their culture (Kenton, 2019). In higher education,

internationalization is combined with interactions and is compromise-based, which comprises curriculum, instruction, learning, and services. It incorporates global, ethnic diversity, and international elements in the ways learning within works (Knight, 2004). Rezaei *et al.* (2018) mentioned the various ways internationalization can be categorized. For example, it can be categorized into a procedure of basically infusing international dimensions in the curriculum of a higher education institution. Altun (2017) perceived international education as global education which is responsive to global affairs, having a perception of global visions, understanding the occurrences happening in the world, and responding with an international approach to the curricula. Morris (1977) contended that global education is an uncomplicated method of providing training for citizens that are responsible for a swiftly connected society. Global education is a societal and systematic connection of the world for lifelong (lifetime) development. Whereas globalization of education considers local and global settings of intercultural procedures and is empirical and realistic to press further beyond two parts (i.e., global/local) (Pullen *et al.* 2010). It is also recognized as a product conception or service meant for global market purposes but tailored or personalized to fit indigenous cultures (Ayitey, 2018).

Tertiary education is significantly challenged on how to educate students undergoing experience continual improvement (Nursalam, 2020). Milman (2014) emphasizes that glocal awareness is about having a glocal mindset and recognizing the frequency of numerous issues and concerns that need to be considered and repeatedly addressed within the environment we find ourselves respectively. Also, advocating glocal awareness and its competency demonstrates that such a person understands and accepts the significance of that position as connected to the world (Milman 2014). The discussion around glocal curriculum emphasizes it as a deliberate, purposeful, and methodical visual representation and checking of educational practices (Barnett *et al.* 2001; Caniglia *et al.* 2018) that involves scholars' understanding, abilities, and approaches (Caniglia *et al.* 2018; McPherson *et al.* 2016; Sipos *et al.* 2008). Glocalization through educational exploration has demonstrated a practical idea in considering the local and global therein (Tolgfors and Barker, 2021). The glocal curriculum reconsiders the commitment of the three dimensions through the requirements presented by learning about sustainability problems and their solutions based on global and local dimensions and all through geographical and cultural perspectives (Caniglia *et al.* 2018).

Further, expression from Jean-Francois (2015) informed that there is a need for instructors to be aware of glocally informed pedagogy (GIP) as the incorporation of locally informed pedagogy (LIP) values and applications into a GIP to adapt the transformative knowledge and skill of the learner, perhaps might contribute towards glocal consciousness, glocal information, and glocal capability. LIP is a note towards a teaching and learning procedure for the cultural aspects or components' purpose of individual societies and cultural considerations connected to individual learning patterns (Jean-Francois 2015). Educational leaders must be knowledgeable to launch and sustain appropriate and valuable educational experiences for students by developing glocal literacy in nine specific knowledge domains of glocal knowledge: literacies in political, economic, cultural, moral, pedagogical, information, organizational, spiritual, religious, and temporal (Brooks and Normore, 2010). Such will improve glocal inquisitiveness to assist in obtaining glocal knowledge that will possibly result in a lived experience overseas (Jean-Francois, 2015). Spring (1998) argued that glocal skills are various series of skills that enable juvenile residents to succeed in various, settings and neighborhoods while engaging those skills (Hart, 2010). Higher institutions are expected to teach, inform, and organize learners to approach and flourish in an international economy (Spring, 1998). Meanwhile, to create a glocal understanding or mindset, there is a need to have a global mentality and act in a local context that springs beyond environmental influence (Fairman, 2019). Whereas glocalization has spawned glocal education into incorporating the local and the global into fields such as educational leadership, policy, curriculum, and instructional practices (Emmanuel *et al.* 2022).

This paper will be discussing the glocalization section of internationalizing the curriculum and will explore the importance of internationalizing the curriculum to empower student glocal competence. The introduction section explains the aim of this study and its expected contribution. The literature review section attempts to create a connection between globalization, localization, and curriculum internationalization. It also offers details on internationalization and higher

education, through to glocalization and curriculum internationalization, and later presents the conceptual framework. It informed on the methodology that includes the research design and sampling, data collection and analysis, validity, and reliability. Consequently, the findings and discussion sections are presented centered on the demand of each research question. Finally, the conclusion section, within that included the recommendations, is presented. Studies have been conducted on several aspects of globalization of education, glocalization of education international education, etc., but none of the stated areas above have explored faculty initiative and level of experience in a U.S. university in internationalizing their curriculum to foster student glocal competence. This paper, therefore, contributes to the academic literature by enlightening the way faculty perceive the importance of internationalizing their curriculum to foster student glocal competence in a US university.

2. Internationalization and higher education

According to Rezaei *et al.* (2018), internationalization frequently concentrates on the international scopes of higher education and postsecondary education, understood, and utilized by diverse stakeholders in diverse habits in diverse countries. However, findings from Rezaei *et al.* (2018) reveal several variants of globalization. Similarly, findings from the same study found that internationalization definitions were also diverse (Rezaei *et al.* 2018). In other words, there is not just one agreed-upon definition of internationalization. Why is international education considered to be “essential to our future?” In response, Deardorff, and Jones (2012) highlight the reasons to further research, reinforce the institution's status, and introduce new revenue streams. A further response presented was based on higher education institutions' goals. Institutions are preparing graduates that are ready to launch into the world to address global challenges and increasingly interconnect with society wherever they live (Deardorff and Hunter, 2006).

The broad vision to internationalize university curricula (Jones and Killick, 2007; Leask, 2009) are also to integrate concepts of intercultural competence, even though not constantly and unequivocally. In the United States, more institutions are setting their main goals toward intercultural competence development, whereby, national organizations are using global learning projects to approach it (Jones and Killick, 2007; Leask, 2009). The "Global Learning for All" project was justified based on the idea that global learning is for every learner and for the opportune ones that study abroad, and it was mandated that global learning should be incorporated throughout the entire degree programs (Deardorff and Jones, 2012).

2.1. The advancement of globalized education through internationalization

According to Hudzik (2015), the advancement and expansion of the international learning system demonstrate an ongoing paradigm shift which means transforming postsecondary institutions into both global and local assets. Technology practice and usage in HE has powerfully made the world a virtual campus which makes campuses an embodiment of mobility and institutions beyond just geographic location. Therefore, the globalization of HE offers a non-campus-based setting for internationalization (Hudzik, 2015). Awwad *et al.* (2015) reveal that a progressively globalized society authorizes and permits people to interconnect across cultural and national borders as the world's citizens. DeVane's (2013) study indicates that there has been a significant effect and encouragement in the advancement of global consciousness and responsiveness courses in various establishments at the University of North Carolina (UNC) because of an international awareness model. For example, at Fayetteville State University (FSU), faculty have imparted courses on global awareness since 2010 (Van Nyhuis, 2018). However, findings also posit that within the broader setting of globalization, education is presently considered an international product that contributes outstandingly to the global economy based on investing in individuals, skills, and knowledge as a task to accomplish (Al'Abri, 2011). Even policies that guide global education have been enforced to sustain the global education system especially in developing countries (Al'Abri, 2011).

Haigh (2002) stated that numerous universities are examining better ways and methods of assimilating a larger percentage of international and intercultural, features and elements into

their approaches to academic service purposes (De Wit 1999; Back *et al.* 1996; van der Wende, 1997). Internationalization strategies were discovered to be present in 71% of the institutions in (Childress, 2009) findings. However, the study further deliberated the five all-embracing compensations and drives of internationalization plans as a direction for internationalization, a channel to advance buy-in, an instrument for clarifying the connotation and aims of internationalization, and a means for interdisciplinary partnership, and an instrument for fund-raising (Childress, 2009). Harder's (2010) research findings reveal that throughout the hiring progression, employers appreciate international experiences more, whereby, students without international knowledge are of no worth to employers. In the United States of America colleges, internationalization is perceived or realized as a necessity as it gives assurance for learners' keenness in the existing global or international labor market.

2.2. Internationalization in U.S. colleges and universities

According to Helms and Brajkovic (2017), the 2016 Mapping Survey data revealed that internationalization persists in obtaining and achieving impetus and power among U.S. colleges and universities. Statistics also revealed that 72% of participants in the study specified acceleration of internationalization currently, as equated to 64% in 2011. However, the proportion of institutions reporting elevated or enormously elevated heights of internationalization upgraded from one-fifth in 2011 to 29% in 2016. The percentage of institutions portentously short or actual short in internationalization heights, came down by 11% subsequently in the last repetition of the survey (Helms and Brajkovic, 2017). The articulated institutional commitment section of the survey showed a large percentage of U.S. colleges and universities have expressed their obligation and commitment to internationalization via their mission and vision statements and strategic plans, with rising tendencies obvious in all sectors through the years (Helms and Brajkovic, 2017).

Moreover, 49% designated that universities' mission and vision statements explicitly referred to international or global activities (Helms and Brajkovic, 2017). Meanwhile, a comparable proportion of 47% has incorporated internationalization as part of their main concerns as attached to their deliberate tactics, while 2011 data shows 27% of institutions with a separate strategic plan that explicitly focuses on institution-wide internationalization (Helms and Brajkovic, 2017). In the area of financing internationalization, statistics demonstrated several colleges and universities (i.e., 70%) are dedicating significant resources to internationalization efforts by aggressively pursuing external funding (Helms and Brajkovic, 2017). For example, doctoral and master's institutions expectedly will report a funding increase. Whereby 21% of the institutions have created a formal strategy through a committed fundraising campaign to increase money to boost internationalization or related activities (Helms and Brajkovic, 2017). The 2016 survey displays the declined statistics of institutions' assessment of internationalization from 37% to 29% (Helms and Brajkovic, 2017).

According to Getz *et al.* (2018), curriculum, co-curriculum, and learning outcomes revealed that viewing the general percentage of colleges and universities that currently make efforts to internationalize students' syllabi remain stagnant, whereas the proportion of institutions reporting the movement of such efforts has also dropped quite considerably by 10% and 16% (Getz *et al.* 2018; Helms and Brajkovic, 2017). Almost 64% of institutions have indicated international student learning outcomes for all students, or for students in some schools, departments, or programs which is a rise of 9% points in 2011 (Helms and Brajkovic, 2017). In 2016, 49% of institutions stated they have an international component in their education system (Helms and Brajkovic, 2017). In 2016, 46% of institutions indicated they have a "foreign language requirement for undergraduate graduation, 17% for all students, and 29% for some students" (Helms and Brajkovic, 2017, p. 15; Murty, 2020).

2.3. Glocalization

Glocalization came into existence through the combination of the two words global and local. However, the term glocal and glocalization are noted to be business jargon in the past that

originated in the 80s'. Clark and Knowles (2003), like Robertson (2018), however, testify that the concept of glocalization was initiated from the Japanese term "dochakuka," meaning "global localization", which denotes a way of globalizing within the local communities. According to Mathews (2016), Robertson (1995) mainly developed the term "glocalization" as a way of deliberating the procedure of exchanging synchronized worldwide and commercial powers. The local and the global were documented as words that convey and describe glocalization and the association of both (Robertson, 1992; Boyd, 2006). Jean-Francois (2015) argues that there are contradictory accounts about the source of the term glocalization, which contrasts with the conclusive statement of Mathews (2016). The book further considers a few authors' thoughts. For example, Ohmae (2005, p. 19) contended that glocalization originated from Japan and speculation stated that it was first used by the "Sony Corporation's CEO Akio Morita, as a slogan-think globally, act locally". Mathews (2016) states that glocality upholds the concept that to comprehend the local, the individuals or persons must have a better understanding of the global, and vice versa. Meanwhile, Jean-Francois (2015) argued that such individuals should be able to possess a certain level of knowledge through education. This will assist in providing expected knowledge to such student(s) or (individuals) who can then promote or impact every aspect of their culture and communities. Mathews (2016) further proposed that global and local education possess the capacity to assist learners' study by investigating matters that influence society and the entire globe. Jean-Francois (2015) made it clear that the assemblage of the world's society and the interaction or collaboration and interdependence that occur amid them forms a global society. Therefore, it is believed that glocality confirms the idea or notion that individuals must understand the global to understand the local and vice versa (Banks, 2007; Brooks and Normore, 2010; Jean-Francois, 2015; Ladson-Billings, 2007; Mathews, 2016). However, the question remains; thus, in what way do individuals effectively or positively plan and direct their lives locally while interacting globally with the world? (Sarra, 2008).

2.4. Glocalization and higher education

According to Barndt (1997), glocal education understands and perceives the local-global pressure as a complicated and dynamic connection and correlation and not as a separation. Therefore, education that appreciates societies' and their individuals' day-to-day lives and individual histories will attract and feed the genuineness of the locals. Also, education that acknowledges the global and the local and the global within the local, and the globe as a place of locality, will often discover personal narratives within the bigger picture of numerous social histories (Barndt, 1997). However, our understanding that education transpires within the complication of the social structures and assists the thoughts and reality of the importance to appreciate the need to expound on the connection between education and society (Jean-Francois, 2015). To properly understand and appreciate glocal education, it is imperative to comprehend what local society and global society are. According to Jean-Francois (2015), society manifests globally, and this globe is a compilation of diverse cultures, which simply means that society is both a local and national entity. Harth (2010) deliberately asked the following vital questions that ignite further explanation based on an emergent "glocal" reality backdrop. Is there a way educators can prepare these young ones to accomplish this type of interconnectedness and dynamic character? Is there any level of competence, knowledge, and perception that is best to empower young citizens to flourish as glocal citizens? Jean-Francois (2015) answers and explains that there is a need for formal education through local or national education subsystems. These could occur through the following levels: pre-school (kindergarten), primary or elementary school (5-7yrs formal education), secondary or high school (6-7yrs formal education), and post-secondary school, tertiary education, or higher education (for higher certifications). All these occur as a process from one level to the other in a formal setting.

Glocalization has the power to capture the influence of local and global socio-economic and political concerns through discourse and action. This can generate an incomparable and captivating learning experience for both learning communities (Patel and Lynch, 2013). Glocalization of higher education might differ in date, somewhat unagreeable, with certain deficiencies on internationalization (Absalom and Vadura, 2006; Pimpa, 2009; Welikala, 2011),

yet it remains an all-inclusive viewpoint that supporters of the elimination of ethnocentric and cultural equivocators who have political agendas in higher education. It endorses and inspires third culture building, therefore indicating high regard for the cultural contributions of diverse cultures. According to Patel and Lynch (2013), learning becomes real and active when contextualized within the local setting because such setting forms edges around the learner's experience and lived reality. More so, emphasis on glocalized teaching and learning manifests a crucial consideration and insight of essential and appropriate links between the local and global viewpoints of learners. Besides, involving glocal viewpoints and glocalized discourse within learners will protect away from hegemonic inclinations. Therefore, the glocal approach adoption to education possesses the probability to eradicate negative and detrimental traits generated by the internationalization of curriculum dialogue which has extensively dominated views and opinions of international student involvement in glocal learning. Instructors must consider the type of pedagogy they practice in delivering classroom content and the impact such have on learners. The reason is that glocalization of education considers unified perspectives and diverse connective cultural measures that enforce further than the community and the world (Patel and Lynch, 2013). It further empowers students to investigate and uncover through personalized and shared experiences boldly in the classroom.

2.5. Glocalization and curriculum internationalization

Glocalization promotes a learning experience that is encouraging and promotes the learners' improvement in a glocal experience through a vital academic and cultural discussion and interchange of global and local issues (Patel and Lynch, 2013). Nevertheless, the concept of internationalization in HE is known as the international students' recruitment, academic programs marketing and courses, and teaching of English as a Second Language to scholars from Asia, Africa, and Latin America. In some parts of America and some European countries, diverse forms of internationalization were permitted. However, research frequently informed that these models demonstrate cultural adaptations of foreign learners in other nations instead of a courteous barter of cultural competence (Leask, 2009; Knight, 2006; Pimpa, 2009; Welikala, 2011; Patel and Lynch, 2013).

The third culture space construct as underpinned by glocalization is the source whereby different communities' cultures gain and pull strength to create, develop and shape a respectful, engaging, and inspiring third culture model which is extensive (i.e., all-embracing), responsive (i.e., approachable), future-oriented (i.e., focus) and open-ended (i.e., receptive) with growth perspective (Lee, 2003; Patel and Lynch, 2013). This understanding of glocalization correlates with the notion of numerous curriculum viewpoints which epitomizes the program of study in the Universities (Welikala, 2011). The glocalization of HE is an all-inclusive viewpoint that supports the elimination of ethnocentric and culturally negativist political plans in HE that discourages models that fall short of internationalization (Patel and Lynch, 2013). This also supports and inspires third culture building by demonstrating respect through the involvement of various cultures (Absalom and Vadura, 2006; Pimpa, 2009; Welikala, 2011). The influence of glocalization informs a just (social) and accountable ethics structure that establishes learning and teaching in a courteous, unbiased, and inclusive learning setting. Whereby such a measure dissociates from the internationalization of a curriculum that is inherently dominant (Bates, 2005). As Mannion (2015) indicated, glocalization assists in capturing the idea that the local and the global include each other. In that context, a glocalized education involves a glocal curriculum and requires a glocal pedagogy (Patel and Lynch, 2013). It is a fact that internationalization is a target of many universities, and it influences features of instruction and study (Patel and Lynch, 2013).

2.6. Conceptual framework

2.6.1. Conceptual model

The conceptual framework for this study was inspired by the internationalization of the curriculum model (Leask, 2015), the appreciative inquiry model, and the transformational leadership theory (Warrilow, 2012). This framework links the program layout and the courses with levels of the

framework established (Figure 1). However, each layer interacts directly or indirectly and inspires each other, and concludes by creating complex conditions (i.e., a set) that influence curriculum design across disciplines. It further describes the various and separate understandings of internationalization and IoC within and across regions, countries, universities, and disciplines (Leask, 2015).

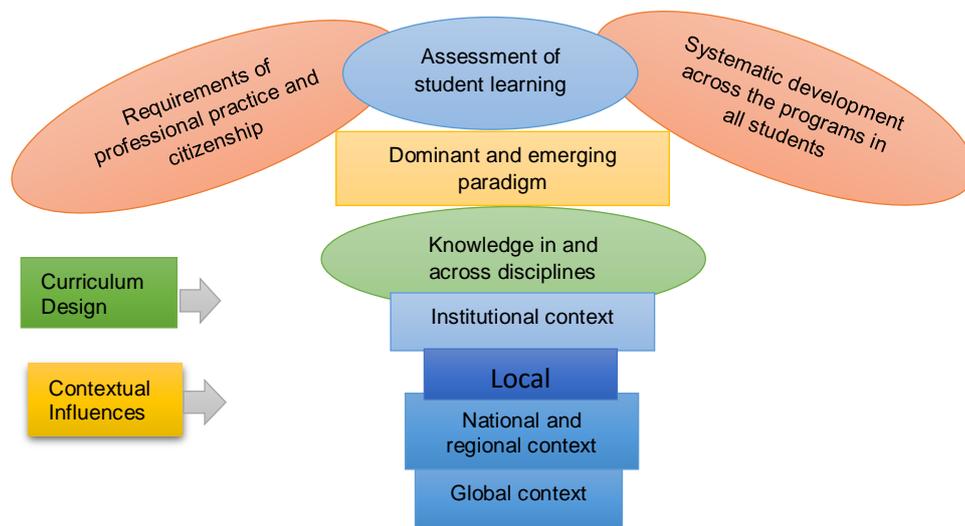


Figure 1. Framework for internationalization of curriculum

Source: Adopted by Leask (2015)

It aids in explaining the variation of understanding of Internationalization of Curriculum (IoC) between disciplines in an institution (Leask, 2015). The components of the conceptual framework are as follows: Building awareness within the program, and developing foremost patterns, as requirements of specialized training and nationality, learners' evaluation, methodical changes in all-around learning structure, and context at all levels of local and international (Leask, 2015). The following is the breakdown of the conceptual framework (Leask, 2015). Knowledge in and across the Disciplines: This is the heart of the framework. According to Becher and Trowler (2001), the term academic discipline could be challenged because people involved in academics to a certain degree do not know what the term discipline means. As a source of knowledge, disciplines have unique cultures (Becher and Trowler 2001; Mestenhauser, 2011) that aligns with academics (Leask, 2015).

Individuals are associated with these entire international societies whereby they cultivate a perception of identity and separately contribute their values and ethics in the ways they live and operate (Becher and Trowler, 2001). Nevertheless, the development of certain disciplines has resulted in limited focus due to a lack of mutual exchange of ideas, norms, and global viewpoints, (Bartell, 2003). The IoC opinions on academics exist relative to the experience of the individual discipline (Clifford, 2009). The upper part of the framework (Figure 1) is engaged with curriculum design through the requirements of specialized training and residency, evaluation of student education, logical progress of learning, abilities, and mindsets throughout the curriculum (Leask, 2015). Educators primarily decide on curriculum based on the major concepts connected to their specialization (Clifford, 2009; Leask, 2012).

2.6.2. Dominant and emerging paradigms

The curriculum design process comprises a sequence of choices as regards the knowledge to be incorporated and skills and attitudes to be developed (i.e., what and who). Discipline communities are endowed with their own identifiable cultures, but at times they are restricted within work paradigms by what they think and do (Becher and Trowler 2001; Clifford, 2009). Therefore, critical

decisions on information to be incorporated within the curriculum, methods of teaching, and learning assessment frequently are decided to accomplish, according to dominant paradigms, with slim or no reflection on alternative models, development approaches, and distributing knowledge and professional practices (Becher and Trowler 2001; Clifford, 2009).

It is a difficult assignment for academic staff to think beyond dominant paradigms, and it is an essential aspect of processing curriculum internationalization, also by discovering evolving paradigms and envisioning and conceiving modern possibilities and ways of thought and execution of ideas (Becher and Trowler 2001; Clifford, 2009). Through the process of academic staff socialization, a sense of identity has been developed and individual dedication, and associated performance through shared values, and ideas are entrenched in the main standards of their discipline or self-control groups. Hence, a lecturer or teacher is culturally indebted due to their corrective training and reasoning (Becher and Trowler, 2001; Clifford, 2009).

2.6.3. Requirements for professional practice and citizenship

Preparing the new generation in the part of citizenship will depend on the type of educational system provided for the global community, national, and local communities (Fakhri and Talebzadeh, 2011). Important considerations for qualified or skilled practice and citizenship include curriculum (what works and what does not work) but also moral responsibilities are a key factor positioned alongside the three levels of citizenship (Leask, 2015). Whereas citizenship is however connected to procedures of identity and involvement and contribution (Fakhri and Talebzadeh, 2011). All these are critically considered when decisions are being made particularly when a qualified organization from the external environment has assessed and recommended the program (Leask, 2015). An example of critical questions necessary to consider are: what global and intercommunity awareness, competence, and approaches will be mandatory for those that are in the upper-level degree known to be experts? (Leask, 2015). What global and intercultural awareness, competence, and approaches will be essential to being an accountable global citizen (Leask, 2015)?

2.6.4 Assessment of student learning

The design of any assessment must commence with the perception and reasoning point (i.e., the focus on knowledge, skills, and areas that require assessment, particularly in areas that require knowledge and skills (Gao *et al.* 2020). In addition, putting into consideration those contents a teacher would envisage learners to do at the end of any program and as graduates are crucial in designing a curriculum (Leask, 2015). However, this becomes a tool for planning assessment at various levels in the program, making sure advice and comment are offered education cum learning skills across a different variety of courses regularly on performance and progression? (Leask, 2015). Feedback is very important in an internationalized curriculum to assess student achievement based on obviously communicated international and intercultural learning goals (Leask, 2015). Again, the key questions to be considered are: what will be considered as the need for students to be able to prove acquired expertise, skills, approaches, and mindsets that are recognized as essential for professional or specialized practice and citizenship in a globalized world (Leask, 2015)? How can or when will such development and accomplishment be evaluated? What type of advice or response will such students receive in progress (Leask, 2015)?

2.6.5. Systematic development across the program

The increasing significance of internationalization features in higher education has continually advanced to the center of the academic endeavor, therefore, institutions should intensify quality education to accomplish institutional purposes (Green, 2012). "In an internationalized curriculum, careful planning must be manifest alongside the development of international and intercultural knowledge, skills, and attitudes" (Leask, 2015, p. 4). Partnership with colleagues and coordination across a program of study must be considered (Leask, 2015). Language capability and intercultural competence skills should be entrenched in numerous programs operating during the

stages of learning. Understanding that learners will approach their learning with different abilities, it is, therefore, necessary to have an array of strategies to support them and help them achieve anticipated experience results when the learning stages are over. Importantly, helping learners unceremoniously in their study must be connected to encouraging formal curriculum work (Leask, 2015). However, it is important to provide a place to develop intercultural competence in recognized or unrecognized settings within learners' studies (Leask, 2015). Also, they must all be exposed to chances offered to them to acquire identified intercultural competencies. In addition, "chances must also be offered for learners to increase acquired accomplishment above ordinary level" (Leask, 2015, p. 5).

2.6.6. Institutional context

The ever-changing social, economic, political, and technological forces of globalization represent a constant pressure on colleges and universities to adopt policies, priorities, and focus that fit the larger purpose of a globalized world (Bartell, 2003). Inclusively, there is a need for students' preparation to acquire the information and services needed for the job market and there is a demand for a global personality (Bartell 2003). Institutional assignment, code of conduct, rules and procedure, and significance connected to academic staff and students who partner through taught programs impact and inform the research. Specific curriculum policies in globalized resources and the communities might affect certain ways presented to the group that organizes learners learning contents (Leask, 2015). Also, the curriculum must be wholesomely and developed to focus on internationalization and intercultural knowledge and awareness (Baldassar and McKenzie, 2016; Alexiadou *et al.* 2021).

The formal curriculum of every institution with its unique mission, ethos, policies, and priorities is reflected in numerous ways through the range and focus of degrees offered, funding priorities and incentives, international collaborations and partnerships, and professional development opportunities (Leask, 2015). The informal curriculum of numerous extra-curricular events, supports, and helps accessibility to learners and serves as an essential phase that stabilizes the setting that enacts the recognized programs of study in any college or university; defines the total student experience as shaped by the university vision and mission (Leask, 2015). Part of the crucial questions for assessment are: What resolution, culture or philosophy, strategies or measures, and main concerns regarding internationalization are central? (Leask, 2015). Nevertheless, there must be a harmonized character of an academic consortium that can teach or lecture on global matters (Alexiadou *et al.* 2021; Robson *et al.* 2018) in local settings.

2.6.7. Local context

Cross *et al.* (2011) established that the university is situated locally as a campus but operates within a global context. Developing students who are morally principled community residents to understand those associations among the residents or people (i.e., social, cultural, political, economic conditions), the state couple with international is a critical feature of internationalizing learners learning contents (Cross *et al.* 2011). Therefore, learners' engagement with these influences is a vital part of emerging their capacity as reflexive citizens and professionals to think in the associated setting (Leask, 2015). The key questions that could be noted are: How do universal inter-association and interrelationships impact community circumstances as regards experts and residents (Leask, 2015)? In what way do multicultural contents and movements influence experts' preparation? In what manner could certain differences manifest around circumstances now and in a different location, or even in the nearest future? How can these influences make these freshly qualified specialists accomplished as specialists and residents? How will such fresh specialists be able to be accountable as experts and residents while staying interrelated in the present globe (Leask, 2015)?

2.6.8. National and regional context

The options and resources that are available to internationalize the curriculum depend for a large part on the national and regional contexts of a college or university (Teichler, 2004). In diverse regions and the countries within them, dimensions, financial power, global significance, the means of communication of the people, and academic standing of the federal structure of advanced schooling relate to distinctive avenues which initiate and form internationalization objectives and aims (Teichler, 2004). Institutions develop their internationalization strategies and policies based on their regional and national landscapes (Teichler, 2004). International students' recruitment and extensional universities' connections with others in the region will influence the internationalization of the curriculum (Leask, 2015). The key questions to be considered are: What is the main internationalization culture within the region? Why? What prospects do the internationalization culture offer to students generally and graduates specifically? What restrictions does it require? In what ways can the expectations be manipulated as a prevalence above manifested limitations for program internationalization purposes? Where is the possibility, and the necessity for the future (Leask, 2015)?

2.6.9. Global context

Higher education has been transformed by globalization all over the world and has become a controlling power of Western learning patterns (Marginson, 2003). The Western models define what knowledge is, as well as who is capable and competent to comprehend and affect that knowledge (Goodman, 1984). Professionals in education (i.e., developed and the developing world) must confront the neoliberal construction of globalization (Mok, 2007). In the process of the IoC curriculum designers and faculty should contemplate the world as is in comparison to the world they envision (Leask, 2015). Approaches to these questions will impact their teaching and coupled with their experiences, can be integrated into the curriculum through specific learning outcomes for graduates (Leask, 2015). Essential questions to be reflected are: What type of universe do we dwell in? So, in which pattern do we imagine our kind of humanity to be? What are the best ways to prepare our learners to contribute morally and sensibly to the world presently and in the future to come, as both experts and residents (Leask, 2015)?

3. Methodology

The study implemented a phenomenological qualitative single case study approach which performs a detailed exploration of how participants are making sense of their personal and social world, stating the senses of their specific experiences, and events, of participants' lifeworld (Smith and Osborn, 2015). The choice of a qualitative design in this study made use of Ohio University as a case study and all colleges within the University were considered components of the bounded system (Stake, 1995). The utilization of a qualitative approach in this study helped bring the voice of participants into the findings and discover the meaning that campus climate and social and academic integration have for international students on a US university campus. Individual in-depth semi-structure interviews and documents analysis (Mohajan, 2018; Dudwick *et al.* 2006; Gopaldas, 2016) with faculty members, in-depth descriptions in association, the research questions, and sub-questions that were provided during the interview sessions conducted (Creswell, 2007). Faculty (tenured faculty and instructional staff) with internationalization experience were selected as participants. Meanwhile, faculty such as (adjunct, part-time, administrative staff, etc.) were excluded from the study. Selected participants also have internationalized their curriculum, represented different colleges, programs, and gender, and includes both domestic/international participants. The purpose was to explore the strategies these faculty used in internationalizing their curriculum progressively over the years. The sample included a purposeful selection of 16 faculty members.

The interview was virtual and not many people were initially found until later (Pivetti *et al.* 2020). Purposeful sampling was utilized to identify and select information-rich cases associated with the phenomenon of interest (Palinkas *et al.* 2015; Patton, 2002). Snowballing technique was

also used to endorse others for interviewing (Babbie, 1995; Crabtree and Miller, 1992; Groenewald, 2004). Virtual interviews were embarked on in January 2021, and interview discussions were recorded to avoid data misinterpretations (Adebayo, 2015). Participants were asked to share documents such as the course syllabus, readings assigned to their class, examples of lesson plans, and in-class activities they use. The plan to use both interviews and document analysis was carefully connected with the determination to utilize a unified methodology (Owen, 2014), and ensure triangulation of data in the study. A coding table of invariant constituents was generated with each interview question, individual participants, responses, and the codes, depending on the codes which emerged. Codes and sub-codes were properly organized, and themes were generated for each interview question. Responses that fell outside noted patterns and possible generalizations were observed (Creswell, 2013; Marshall and Rossman, 1995; Patton, 2002). The contents of the interviews and information extracted from documents presented, together with individual participant pseudonyms, were transcribed into a Word document. Data were analyzed utilizing the modification of the van Kaam method of analysis of phenomenological data.

4. Research findings

4.1. Faculty experience with glocal curriculum and competence inquiry

Sixteen (16) participants were represented in this study. In response to the connection of glocal curriculum and glocal competence inquiry, most of the participants indicated it was easy for them to connect the global to local. Few expanded that they get to "know a few student' backgrounds" which helps give a different dimension of what internationalized teaching can look like. Some participants in the study indicated the need to interconnect, recognize, and contextualize the course content to reflect the integration of the curriculum. Whereas a few participants emphasized that they do not teach or practice much of the local content for specific reasons. While most of the participants were able to emphasize how they connect globally with local content in their curriculum and teachings.

4.2. Motivation to internationalize the curriculum

Some of the participants mentioned that their core motivation has been traveling. Moreover, many of the faculty mentioned traveling with different perspectives (i.e., traveling to local settings to familiarize students with local content and traveling internationally to encourage students to make local and global connections). Hilda and Amara expatiated that it is important to "make the students travel and bring the global into the classes for local discussions and reasoning", Hilda further clarified the usefulness for American students to be exposed to the globe by people from other parts of the world because it will give a real picture of what the world originally looked like and teach other cultures and languages. Gladly desires to "create students" that are globally aware, humble, and sensitive to the needs of people irrespective of their culture. Gerrard is concerned with preparing students with knowledge and understanding of international dynamics in a globalized world, even if they want to stay and live and work and never leave Appalachian Ohio. Whereas Colby craves the ability to connect the global to local for students' acquisitions. A few participants also said motivation comes from their opportunity to experience being immigrants to the United States from Europe, Asia, and the Middle East. While Shannon also added, "the way issues are addressed in similar contexts in other parts of the world motivates" her.

Rosemary was motivated by the interconnectedness of the world at the local (e.g., classroom level, neighborhoods, communities), university, and organizations which transcends into global connection, influenced, impacted, and affect other communities, countries, and regions of the world. Woods's specific job description motivates him. Meanwhile, Phillipe simply wants "to provide students with a broader, more diverse perspective and further mentioned that "the more variety and different tools that you have as a faculty, the better understanding you possess." Also, the consciousness about other people's origins and how they think and how they perceive things, gives "a better preparation to be a better citizen." Samson is motivated by culture because it is the biggest and best core value. Jordan incorporates global and local content in his course

syllabus because he has a better understanding of both contents. This enables him to develop richer awareness, and probably much more potential opportunity in exploring topics in more sophisticated, nuanced, and complex ways.

4.3. Faculty common degree of motivation

This is 100% acceptance. All the participants shared their views as regards the degree of motivation that was involved as the impetus behind their performance, and they were so professional about it. They expressed their motivation to internationalize. Adolphus a tenured track faculty in education whose personal and international experience helped him to integrate international ideas into his courses said “my motivation for the internationalization of education and globalization of education has been the fact that I am an immigrant to the United States that I originally was an exchange student myself, at the University of Florida, ... And so, in my teaching career which did not happen in the Netherlands but ended up starting in the United States, it becomes obvious, and you know that personal experience, that international experience, also, drove the message home quick.”

4.4. Institutional intention for internationalization

All faculty were basically and generally motivated by the institution's goals and intention to internationalize which was mentioned by some of the faculty during the interview and this also manifested in the institution's method of recruitment (i.e., international, and local employees). All the faculty members mentioned that they were hired for internationalizing their curriculum. Paulina, an instructional faculty in Teachers Education within Patton College and a United States of America citizen explained that “my core motivation sprang from my experience in the US Virgin Islands. Stepping outside of the United States, as my first teaching job, changed me. It changed my perspective and further confessed that it gave me the knowledge of what it feels like to be a minority in a society.”

4.5. Mixed motivation

The faculty demonstrated mixed motivation. Stephanie said, “I always want to make sure I address my students' ethnicity, where they are from, and what types of research they might share.” She gets to know and be aware of a bunch of her students before they get into her classes, for example, their countries. Amara stated that “I integrate global content into my syllabus according to subjects, through the choice of readings. Also, I lecture, and lead discussions based on questions and assigned readings that focus on global topics.” Amara's statement shows that not all motivation is directed towards internationalizing the global glocal curriculum which is the goal of the institution. The question is what is the implication of this to the university and students? While Woods's motivation was the incorporation of topics he teaches as an integral part of internationalization. Gladys a faculty instructor said, “My mission is to create physicians and health care providers who are sensitive to people's needs. I achieve this by giving my students real-world examples of how other communities within the United States innovate to have health care.”

4.6. Mixed faculty personal experience

Most faculty personally reported decades of experience in teaching and internationalization while few are experienced in teaching but lacked the understanding of how to internationalize the curriculum in a global glocal dimension or lack the internationalization of curriculum generally. They all agreed that integration of topics into teaching requires experience in integration and stated students based on trust follow the information presented by their instructors or faculty as a way of directing.

4.7. Inefficient evidence on demonstration of glocal content and topics for teaching

Most of the faculty that participated in the study have been internationalizing their curriculum for several years but without any specific guidelines on how an internationalized curriculum should be. Documents (i.e., syllabus) provided by faculties demonstrate glocal content of topics for teaching while some could not show evidence that clarifies they teach the glocal curriculum. Also, objectives were targeted towards how the global can inform the glocal in the areas of the subject offerings. The classroom readings on the document are such that it is easy for students to learn those skills and acquire the knowledge expected for global competencies.

4.8. Consideration of students' individual and collective background

All the participants in the study mentioned that faculty experience will determine what you know and what you can provide. The provision here is more of the content, guidance, and leadership that is needed to assist the students acquire the competencies required. Faculty differently mentioned the importance of considering students' individual and collective experience and background to assist in connecting global with local and connecting their background with internationalization. One of the participants by the name of Friedel mentioned that "it is important to acquire the experience of knowing your type of student and the direction of internationalizing the curriculum."

4.9. Diverse perspectives on students' glocal competence

Most of the participants that took part in the study revealed that a student can be globally and locally competent, through different perceptions, which they believe could qualify such a student's competency. Paulina and Gerrard perceive such individuals as "informed, open-minded, empathetic, willing to see things from different perspectives and discerning. Someone who observes, and non-judgmental, and just soaks things in." Gerrard a tenured track faculty added that "students of this kind should curiously understand the power of diversity and its strength and appreciate that harmonies and cohesions greatness above differences." Whereas participants such as Phillipe, Gladys, and Shannon expressed this as "a process and framework for a person of continuous learning and demonstration of respect to other cultures." A student that has incorporated "a level of openness to, different backgrounds, opinions, and demonstrating a more diverse experience with diverse people."

4.10. Glocal inquiry to foster glocal competence

All faculty agreed unanimously that there is a need to inquire locally what are the components, contents, and requirements needed to fulfill the glocal curriculum. Shannon a tenured track faculty said, "I try to get rid of any misconception while bringing in local content to link with global issues in my classes." Investigating what is needed glocally to fulfill global expectations is very crucial to comprehend and glocal inquiry of this nature can only be accomplished through proper inquiry. All the faculty except Amara (that does not teach glocal content) agreed that there is a need for a proper definition of that which must be accomplished through the glocal curriculum. What every course needs in its specific curriculum should be well determined and explicitly outlined in the glocal context.

4.11. Importance of faculty involvement in internationalization planning

For all faculty that took part in the study, the university needs to involve experienced faculty in the planning and process of internationalization of the curriculum. Also, all the faculty concurred that through the involvement of experienced faculty, other faculty that are experienced will easily be able to get connected and learn all the nitty-gritty of internationalization and specifically the glocal context of internationalization. Stephanie, Gladys, Amara, Phillipe, and Rosemary mentioned

specifically at different times that experience is important to make internationalization a fulfillment and they mention some faculty that have vast experience in it.

5. Conclusion

This study indicated valuable perceptions on how faculty from a U.S. university by experience demonstrate initiative for internationalizing their curriculum to foster student glocal competence. It is of immense importance, that any institution of higher learning that intends to internationalize its curriculum should have a specific understanding that is relevant to the component, process, practice, and success of the endeavor. Internationalizing the curriculum could be a journey with diverse and appropriate travelers if the stated goals should be desirably achieved. For example, how important is the local in internationalizing the curriculum? The interview revealed that in the present-day time, it is difficult for any institution of higher learning to excel if they ignore global demands for curriculum internationalization. The study further contributed that internationalizing the curriculum offers helpful support to "university managers, academic staff, professional development lecturers, and support staff as well as students and scholars" who are engrossed in developing theory and practice specifically in this domain. A major contribution was based on the curriculum content and pedagogical methods that the faculty used to achieve curriculum internationalization. Despite their wealth of experience, much still needs to be done in understanding the glocal and competency content therein.

The key contribution is that faculty were hired by the university to inculcate global content into their curriculum. Whereas few of them still struggled with the understanding of the concept of glocal and how global can be connected to local. Revelation from participants informed they do not do much of local because they are meant to bring the global into the classroom. Whereas in literature, it was stated that the local is inseparable from the international. Also, it is important to develop future citizens who can participate in justifiable changes through grassroots activities at the international level and settings. Consequently, the curriculum and the academic settings should progressively connect the international and community deliberations (Makrakis and Kostoulas-makrakis, 2017). Students that are not empowered to be glocally competent will find it to be a big challenge to be globally competent.

We conclude that globally competent students must be taught how to recognize diverse cultural values, languages, and interactions. It was confirmed how they prepare their students to get familiar with locals and local content of any place they intend to travel, and testimonies on how that had helped the students to be able to relate glocally were given. There is a need for the active engagement of higher education institutions globally through partnerships thereby linking the local with the global (Hill and Green, 2008). Faculty must be knowledgeable in internationalization before they can endeavor to provide the proper teaching-learning environment for the students, glocally. Perhaps it should be required that experts should be able to demonstrate their experience fully in the content of the glocal curriculum so that it can be enriched with competency values. All the faculty understood there should be a process to properly internationalize their curriculum and to appreciate different students from different backgrounds and cultures coming into their classes, interview them, connect them, and create a classroom atmosphere where all students can interact as the first step.

6. Recommendations for internationalizing the curriculum education

Opinions of a U.S. university faculty reflect that they demonstrate initiative and experience in internationalizing their curriculum to foster student glocal competence. However, this research study illustrates their career experiences through the duality of their race and gender identities. Despite the extensive knowledge obtained from the faculty stories, it is identified that there is still much more research left to be done. The faculty needs to acquire a glocal knowledge and understanding of ways of internationalizing a curriculum in a local context. Possessing the ability to use adequate methods and practicing glocal teaching methods will be a bonus for such faculty (i.e., using the LIP and GIP). This will better build a decent teaching-learning process that justifies

individual cultural extents connected with ways of acquisition of knowledge (Jean-Francois, 2015). Also, further recommendations are to:

- i. Revisit institution internationalization goals statement and objectives,
- ii. Assess institutional and faculty understanding of what internationalization and glocalization mean about the set goals and objectives,
- iii. Identify the strengths and weaknesses after assessments. Check for studies that emphasize how to exploit the strengths and negate the weaknesses,
- iv. Appreciate what you have and see if there is a need to overhaul, empower, and activate,
- v. Search experts in the institution in departments or colleges to identify professors or faculties that have proven internationalization experiences.

The findings from this study were from data that was collected on a single US university campus using a qualitative inquiry method. Based on the context fundamental to qualitative research perspectives, it is expected that the interpretation within the study should be understood. The study only focused on the US as a case study. The participants were exclusively faculty who have experience internationalizing their curriculum by incorporating global and local dimensions in their syllabi and teaching strategies.

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