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FACULTY LEADERSHIP EFFECTS ON INTERNATIONALIZATION OF CURRICULUM: AN EXPLORATION OF A UNIVERSITY PHENOMENON

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Abstract

This study provides and delivers by notifying the glocal leadership approaches that faculty apply and exploit when internationalizing and integrating their curriculum to enable students to acquire glocal skills and capabilities. The study also made use of phenomenological processes to identify, acknowledge, and derive meaning from the faculty perceptions to value when internationalizing their curriculum. We elucidate how faculty transfer knowledge during classroom activities and various curriculum subject matters utilized to internationalize in classroom situations. Also, we used purposive sampling and snowballing with sample size grounded on the size of the sample, whereas the selection of participants comprised a purposeful selection of sixteen (16) faculty members. An open coding technique was used to recognize occasions in which interviewees' perceived faculty glocal leadership skills positively affect internationalizing their curriculum. We implement a phenomenological qualitative single-case approach through individual interviews with open-ended questionnaires and document analysis to collect data. The sample engrossed only the tenured track and instructional faculty in internationalizing glocal leadership contents. Findings exposed that all participants described and clarified the ways they integrate diverse methods and pedagogies into their curriculum to impart to students. It also emphasizes how they reveal their experience through global-local practices and take advantage of available opportunities to make students obtain global-local experiences to augment internationalization.

Keywords: Leadership, Internationalization, Glocalization, Glocal-Skills, Curriculum, Faculty, Integrating

1. Introduction

The term 'faculty' is referred to as collective educators or groups of individuals or academic staff, such as professors, instructors or, teachers, that supervise and manage learners learning. Also, they assist in imparting knowledge specifically at the tertiary institutions of learning, namely colleges or universities (Surbhi, 2016). Academic staff in this category work within an educational system and are hired mainly to offer education to students (Surbhi, 2016). In this study, we predict

that glocalization should realize that the scholarly community should be separated from globalization for the manifestation of expressive interpretation and appreciation of the concept, away from engaging in glocalist arguments (Roudometof, 2016). Nevertheless, offering scholars the necessary progression and opportunities needed initially will develop their level of awareness and expectations needed for academic growth and will enhance optimistic scholastic interaction to assist in creating friendships and nurturing students ahead with rudimentary cultural evidence and customs (Cai and Sankaran, 2015). Javidan *et al.* (2021) define a global mindset as the collection of individual potentials, communication abilities, and capable intelligence that authorizes leaders to impact diverse personalities, groups, and establishments. Also, it helps to recognize areas of deliberations and continuous discussion (Milman, 2014). Glocalization encompasses the involvement of two principles (e.g., universal character and specific mentioning) within the local policy outlines, that undertake to deny or delay the penetration of policy globalization in all areas of certain cultures (Bautista *et al.* 2021). It was also stated that to prepare future citizens to contribute to sustainability transformations across local to global scales and contexts, both the curriculum and the teaching-learning environment should increasingly link global and local considerations (Milman, 2014; Makrakis and Kostoulas-Markakis, 2014). Presently, internationalization is a foremost asset, producing considerable revenues, and is regarded as vital in its relatedness to branding and positions in international higher education. Notably, glocalization emphasizes improving the excellence of knowledge through education for local and global student cohorts through shared thoughtfulness and standards profoundly through theoretical and social engagement (Patel, 2017).

Evidence reveals that glocalization occurred as a therapy to assist in localizing globalization in the essence of encouraging widespread thoughts and local behavior. Moreso, glocal education incorporates local and global instructive and informative leadership, policy, programs, agendas, and institutional practices (Emmanuel *et al.* 2022). At the same time, glocal educational scholarship components are associated with glocal curricula and pedagogies and emphasize the internationalization of curricula (i.e., the action or process of making curricula international). This is further connected with instructional practices and conducts that justifies for local and global procedures (Jean-Francois, 2015; John *et al.* 2017; Emmanuel *et al.* 2022). Furthermore, an extensive view states that instructive and informative schemes such as educational systems are expected to enable and enhance students' skills and competencies. This will activate affected learners to handle a continually shifting or fluctuating landscape. Based on these, expected skills (e.g., intensive thoughtfulness, problem-solving, teamwork skills, innovation, digital literacy, and adaptability) (Herodotou *et al.* 2019). Locally informed pedagogy (LIP) is essentially a curriculum expansion method for glocal education, on the other hand, could notify and enlighten glocal pedagogies (Jean-Francois, 2015).

The lack of existing review or examination could mean that education leaders are unaware and unmindful of ways the local and global interrelate cohesively to mold the framework of those accountable for presenting superior instruction to learners, institutions, and groups that they lead. Therefore, the authors propose that educational leaders must be well-informed and conversant to unveil and withstand suitable and valued informative experiences for learners through the development of glocal knowledge (Brooks and Normore, 2010). Relatively, glocal skills are those series of abilities or expertise that empower young residents to thrive in numerous locations even though they put those skills into practice (Hart, 2010; Spring, 1998). Teachers should be provided with those informative tools that will enable them to lead and fortify the learners with the necessary educational information to engage in glocal endeavors (Scherer *et al.* 2017; Bodily *et al.* 2018). Most importantly, an interconnected learning environment will produce a multicultural experience for learners which will eventually result in openness and comfort for potential global leaders that will be highly competitive.

This paper is prepared as follows: section 2 deeply informs as regards the evidence on faculty leadership's effects on the internationalization of the curriculum. It, however, presents facts on how glocal connects with the internationalization of curriculum and advanced education, through to glocalization of leadership. Based on this, section 3 informs as regards the conceptual framework and methodology to support how and why authentic leadership is needed for curriculum internationalization. The methodology used comprises the research design and

sampling, data collection and analysis, validity, and reliability. Accordingly, the findings and discussion areas of the study were centered on the request of research questions, and we hereby also present a short discussion and conclusion part that comprises the recommendations. Studies have been conducted on several aspects of leadership, glocalization, internationalization of the curriculum, and so on., but deficient in deeply exploiting those areas of faculty leadership resourcefulness and level of experience in the tertiary institution. This paper, therefore, contributes to the literature by informing, directing, and empowering faculty on how glocal leadership affects the internationalization of the academic curriculum.

2. Glocalization and leadership experience

Diverse facets of globalization have strongly influenced higher education (Rumbley *et al.* 2016; Altbach *et al.* 2010). However, several countries and colleges have also internationalized their leaders as a plan and approach to deal with globalization's intensity and burdens (Tian, 2020). Glocalization of education considers local and global settings of intercultural procedures and is empirical to drive further the global-local with dual force (Pullen *et al.* 2010). It is also recognized as a product service meant for global market purposes but tailored to fit indigenous cultures (Ayitey, 2018). Glocal competence denotes a mindset that demonstrates a sense of responsibility and harmony (solidarity) linked with a region and the world as a glocal citizen (Hwang and Kwon, 2019). Glocal education is an alternate method of exploring advanced education with consideration of both local and global matters (Ayitey, 2018). Glocal awareness is recognizing there are frequently numerous issues and concerns that need to be considered and repeatedly addressed within one's "home" (wherever that might be) and not just abroad! Advocating glocal mindfulness confirms that one knows the significance of one's locality in the brightness of the world on every side (Milman, 2014). The glocal curriculum is an "intentional imaging and ordering of educational experiences" (Barnett *et al.* 2001; Caniglia *et al.* 2018, p. 370) to occupy scholars' understanding, ability, and attitudes (Caniglia *et al.* 2018; McPherson *et al.* 2016; Sipos *et al.* 2008). 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 all through geographical and cultural perspectives (Caniglia *et al.* 2018).

2.1. Internalization, global competency, and innovation of higher education

There is a growing need for further action, and applicable, and appropriate internationalized learning as a response to demands and expectations that newly arise (Gardner, 2007; Reimers, 2009; Stewart, 2007). For success to be evident, our students need to be intensively knowledgeable and inquisitive about matters around the regions of the world and global issues, acceptable to diverse viewpoints (Mansilla and Jackson, 2013). Most importantly, internationally globally competent people should be well versed in the performance of competencies such as investigating, recognizing perspectives, communicating ideas, and acting (Mansilla and Jackson, 2013). The rationale for global competence however varies depending on two things, the significance of studying the world and the effective engagement of students profoundly in learning. Open-minded employers presently consider competently skilled and dependable people ready to work at an attractive cost, irrespective of location (Mansilla and Jackson, 2011).

Globally, schools demonstrate a new principal obligation to shape and unify students for adaptation, transformation, and complexity (Suárez-Orozco, 2001, 2005; Suárez-Orozco and Sattin, 2007). Managing complexity by preparing youths, and migrants, while hosting them will promote community, effective communication, oneness, appreciation of difference, and profiting from diversity, all necessary for global success (Mansilla and Jackson, 2013). The American Council on Education (2017) presented the Center for Internationalization and Global Engagement (CIGE) model for complete and all-inclusive internationalization, which incorporates the six pillars that shape the critical parts epitomizing the internationalization method and articulating all necessary institutional requirements. UNESCO designates global citizenship as the intelligence and awareness of fitting into a larger community and shared humanity. It highlights

all-around mutuality and interrelation amid inclusive demands (UNESCO, 2015). Adult learning programs and resources should highlight global citizenship and sustainable development goals (SDGs), liberation, and transformative approaches (Pashby, 2018). It will be interesting to raise awareness and encourage learners concerning deliberate analyses, empathy, and renewing their experiences through procreative words and themes (Nikolitsa-Winter *et al.* 2019).

2.2. Transformational leadership and internalization in higher education

The diversity of leadership positions is constantly increasing, and intense interest has developed in the ability to deliver effective leadership and its relationship to gender, age, race, ethnic background, national origin, religion, sexual preference, or physical appearance (Yukl, 2013). According to Said *et al.* (2015), internationalization is a development of transformation that happens in the cultural, educational, and social areas of education (Kreber, 2009). Leaders within higher education should think of dimensions to accomplish anticipated change for the positive application of internationalization development at higher education institutions (Stohl, 2007; de Wit, 2002; Knight, 1999). Effective leadership needs to manifest campus-inclusive vicissitudes to attain internationalization goals (Kishun, 2007). Authors consider that effective internationalization is contingent on effective leading of the campus actions. Bennell and Pearce (1998) argue that there must be an institutional central unit for the planning and managing of internationalization activities and initiatives. Expectation denotes that leaders involved should adopt the changes and point their organizations in the direction of better efficiency concerning attaining internationalization goals (Guo and Chase, 2011). Moreover, leaders must likewise identify the importance of strategic choice (Lim, 2003; Reichard, 1983; Childress, 2009). To strengthen broad-based education, academic justifications should underline the vital reasons to offer chances to assist learners to benefit from knowledge and diversity through a global view. Also, to understand international scopes of their foremost areas of education, and improve universal intensive proficiency and expertise (Childress, 2009; Lim, 2003; Reichard, 1983). However, upper-level leaders dictate institutional directions, approve, recommend institutional desire values, and accomplish main concerns. More so, the effort and innovation of internationalization depend on the faculty, administrative staff, and sustenance components (Hudzik, 2015).

In observation of educational leadership positions, Said *et al.* (2015) find ways to manage change and difficulties that are linked to the ways tertiary education institutions internationalize their curriculum to determine and concentrate on the options, glitches, and possibilities of internationalization in HE and leadership positions. This will give insight to HE administrators to improve their preparation as leaders in the present globalized world (Said *et al.* 2015). Transformative learning for the dynamic contribution of scholars and teachers, with open-minded conversation and change, is necessary. In this way, thorough thinking could be a route to ascertain transformative learning and thereby contribute efficiently while living in a diverse, purposeful, and involved democracy (Hoggan and Kloubert, 2020). Critical reflection involves individuals and the socio-cultural willingness of scholars to diverse methods utilized across institutions towards internationalizing the curricula (Coryell, 2012; Kreber, 2009). It can also be harmonized with teaching content to suit new material and ideas, and a learning type that offers learned content and chooses to act on incongruent ideas and approaches (Jarvis, 2006; Clifford and Montgomery, 2015). Warrilow (2012) recognizes four components of the transformational leadership style (i.e., charisma influence, inspirational motivation, intellectual stimulation, and personal and individual attention). They influence a high level of admirable leadership values and a role model articulating a vision that inspires subordinates to become purpose-driven. It also involves the leader's ways and level of challenging assumptions and entails arousing and encouraging the followers' level of creativity to attend to subordinates' needs and appreciate them for contributing to the team (Warrilow, 2012). Educators must be transformative intellectuals and comprehend and appreciate pedagogy as a process of cultural production (Giroux, 1992; Clifford and Montgomery, 2015). Further findings revealed that many faculties lack the appropriate skills to internationalize their curriculum and instruction (Bond and Thayer Scott, 1999). Curro and McTaggart (2003) and Eisenchlas and Trevaskes (2003) concluded that more research is needed

to study faculty as agents of curricula. Therefore, this study will help fill the gap in the literature concerning such deficiencies.

2.3. Leadership collaboration and student involvement in the internalization of higher education

There is a growing need for further action and applicable internationalized learning as a response to demands and expectations that newly arise (Reimers, 2009). Students should be intensively knowledgeable and inquisitive about matters and issues around the world and be open to diverse viewpoints. Also, they should develop competencies, and connective and positive multicultural attitudes willingly (Mansilla and Jackson, 2013). There are at least two dimensions in the globalization of higher education (HE): The competitive and collaborative dimensions. However, the request for HE has increased internationally, and it lacks speed and accomplishment due to intensity (Hudzik, 2015). Currently, there is a universally high intensity of global production of research, which augments institutional statuses and instantaneously feeds the increasing and upward requests for fundamental awareness of the civilization (Hudzik, 2015). However, there is a high stake for partnership, which exposes the fact that no institution or organization can be the best in whatever they do. Nevertheless, collaborating internationally can create a winning atmosphere for associates (Hudzik, 2015). These kinds of collaborations can only occur when faculty meet the overall requirements that sustain international collaborative study to solve problems (Hudzik, 2015). Meanwhile, present-day jobs require expert reasoning, unique ideas, and multifaceted communication for such are in increasing demand the world over (Mansilla and Jackson, 2013).

Globally, schools demonstrate a new principal obligation to shape and unify students for adaptation, transformation, and complexity (Suárez-Orozco, 2005; Suárez-Orozco and Sattin, 2007). Managing complexity by preparing youths and migrants while hosting them will promote community, effective communication, oneness, appreciating difference, and profiting from diversity, all necessary for global success (Mansilla and Jackson, 2013). UNESCO designates global citizenship as the intelligence and awareness of fitting into a larger community and shared humanity. It highlights all round mutuality and interrelation amid all round and inclusive demands (UNESCO, 2015). According to Wals (2014), these type of Global citizenship responsibilities is a concern everybody has, irrespective of age and background. Therefore, it is an assumed duty of active roles at local and global levels to resolve global challenges and be optimistic contributors toward a peaceful, tolerant, just, inclusive, safe, and maintainable world (UNESCO, 2014a). It will be interesting to raise awareness and encourage learners concerning deliberate analyses, empathy, and renewing their experiences through procreative words and themes.

2.4. The requirement for an internationalized-based curriculum in higher education

Green (2005) in the American Council on Education (ACE) publication recognizes the instrumental value of internationalization, especially in the United States Higher Education. ACE observed that education of high quality should prepare, organize, and make students reside and work in a world of cumulative multiculturalism also lessening and reducing boundaries and limitations. Generally, curriculum internationalization has to do with generating corresponding probabilities for information and development for each learner admitted to a university. It is about generating oneness for those who are motivated to compete in certain facets of education and assessment (Einem *et al.* 1999). According to van der Wende (1997), one of the utmost significant goals of the internationalization of higher education is inculcating international necessities into the curriculum. Even though the intensity of work in internationalizing the curriculum in higher education is complicated (van der Wende, 1997). Nevertheless, there is a very low body of literature that has emphasized how to accomplish such a curriculum (van der Wende, 1997). Suggestions from Harari's (1992) study encourage incorporating internationalization into the curriculum, which is achievable through the infusion of disciplinary courses with international content.

Furthermore, Clifford and Montgomery's (2015) findings signify that for over 30 years, almost all the universities in the world have agreed on internationalization. Yet, suggestions of internationalization for transformative learning via curriculum have been given little thought or reflection. Hudzik (2015) suggests the expansiveness of conceptual and operational shelter for internationalization to widen the potential capacity dimensions. For example, all-inclusive internationalization is a containable label to accomplish such. However, this could be an organizing model for a whole institution and could be utilized by HE departments or professional programs. ACE perceives CI as internationalization that is prevalent all over the institution, and that affects a wide range of individuals, programs, and policies, which ultimately leads to more in-depth exciting change (Olsen *et al.* 2005). Coryell *et al.* (2012) conducted a study that confirms that transformative learning necessitates important vicissitudes in the personal and social viewpoints of scholars and faculty. The study further reveals that campus internationalization necessitates profound thoughtfulness and gratitude in an institutional setting, as well as the need to reinforce these approaches through collective thought on the meaning of internationalization and how it ought to influence scholars' knowledge in an institution (Coryell *et al.* 2012). It composes ways of assessment methods to evaluate internationalization accomplishments and learning outcomes (Coryell *et al.*, 2012).

2.5. Conceptual framework

The conceptual framework for this study combines the use of the Appreciative Inquiry (AI) model with other frameworks on curriculum internationalization, glocal curriculum, glocally informed pedagogy, and glocal competence (see Figure 1). In other words, the study uses an appreciative inquiry perspective to analyze the leadership experience of faculty in internationalizing their curriculum to empower their students glocally.

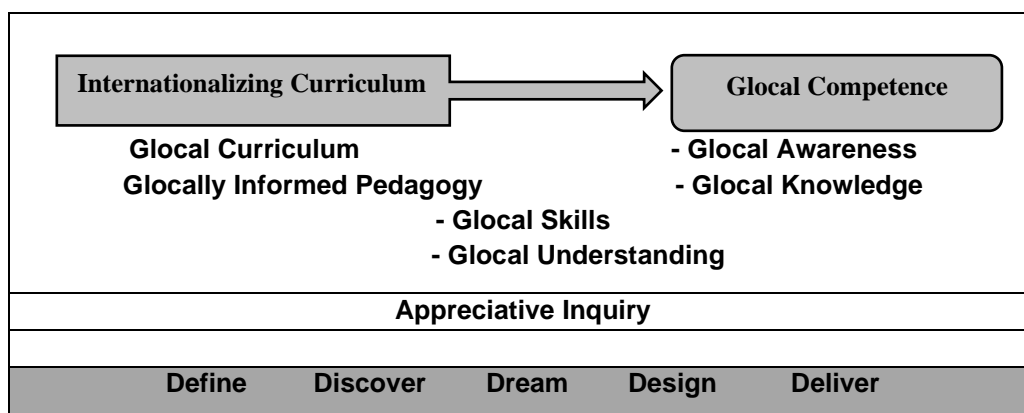


Figure 1. Framework

Source: Cooperrider and Whitney (2001); Jean-Francois (2015); John *et al.* (2017); Leask, (2015)

2.5.1. Internationalizing curriculum

Leask (2015) suggests equipping college or campus administrators, faculty, office staff, and learners with international awareness, knowledge, and skills for comprehensive intercultural interactions. Jean-Francois (2015) as cited in Ayitey (2018) mentions principles such as individual consciousness and uniqueness, international consciousness and local inquisitiveness, locally rooted sustainability (LRS), and glocal cooperation and interdependence are needed for internationalizing curriculum. Also, part of the questions that could be asked is how international content can be offered that connects all the educational objectives of the institutions and programs. What internationally connected learning outcomes are critical in helping graduates best contribute to their context and the wider context of their service users, including their global dimensions (Healy and Link, 2012)? Furthermore, an effective glocal HE should concentrate on the four Cs' i.e., community, commitment, communication, and conflict resolution (Jean-Francois,

2015). It is also important to make ready future citizens who can participate in continuous or unceasing change across societies on international platforms and through correct perceptions (Caniglia *et al.* 2017; Makrakis and Kostoulas-Makrakis, 2014).

2.5.2. Glocal curriculum

The glocal curriculum is a competency-based curriculum for it persistently integrates and merges the components of knowing, acting, and being in the educational experience provided to the scholars (John *et al.*, 2017). While preparing to create a vision of the glocal teaching-learning environment for partnership projects, essentially it is good to initially contemplate the glocal curriculum and how the three dimensions of acting, knowing, and being and their interrelationships can be conceived. In the process of evaluating the vision, it is important to see if it can be integrated, student-centered, realistic, and shared in the context of collaborating (John *et al.* 2017). In glocal curriculum, structuring, practicing, and accomplishing the exact assemblage of individuals together is very important (Leask, 2015). It is important to include the program leader and some major academic staff. It is also essential that involved staff volunteer rather than being obliged to participate (Green and Whitsed, 2013). The individuals within the group should be willing to debate concerns, discuss meaning, and advance shared insight, which should be used as the basis for decisions regarding the content, teaching, learning behaviors, and assessment in the program. A culturally diverse group will be a great fit, although it might be possible. Jean-Francois (2015), an advocate of glocal higher education, emphasizes concerns about the implementation of global initiatives to eradicate the detrimental effects of global education on the locals within their nationals, and this calls for a core need for a comprehensive approach. It is important to focus on the three main dimensions of the curriculum Knowing (i.e., knowledge and engagement type). The Acting (i.e., practical, and professional skills) for curriculum build-up and inculcation. While the Being (mindset, attitude, and self-nurture) for improvement and ways of inculcating them in the curriculum? (John *et al.* 2017). In delivering knowledge in a glocal curriculum setting, scholars must learn together how to think strategically and systematically to solve complex sustainable problems. Also, scholars should learn respectful and nonviolent communication (being) and ways to present ideas in a digitally facilitated atmosphere (acting) (Jean-Francois, 2014).

2.5.3. Glocally informed pedagogy

Jean-Francois (2015) posits that glocally informed pedagogy (GIP) is an incorporation of locally informed pedagogy (LIP) to allow or accept a transformative knowledge and understanding of the student that offers their inputs to the three types of glocal contributions (i.e., glocal awareness, glocal knowledge, and glocal competence). The question remains: how does the GIF connect with the implementation curriculum of internationalization? Or rather, what makes it transformative? Mezirow (2000), cited in Jean-Francois (2019), mentions that transformational education manifests across ten stages: exploration of opportunities, action planning, knowledge, and skills acquisition, attempting new roles, competence building, and reintegration. King (2005) introduces a transformational education opportunity framework while (Duffy, 2006) discovers the power of a specific educative approach that encourages transformational education. In addition, Taylor (2007) perceives that learning that transforms could be accomplished through discourse, self-relationship, open-minded learning, self-intervention, writing, and collaboration. Leask (2015) mentions the importance of planning and encouraging students to work in multicultural groups in classes that are increasingly related to the internationalization of the curriculum.

2.5.4. Glocal competence

Jean-Francois (2015) specifically perceives competence as a continuation and progression of learning throughout a lifetime which includes steady, casual, and validated education. Curran (2003) mentions worldwide competence as commitment and gratefulness of additional standards and beliefs and the capacity to interconnect with people from other nations. It is also the capacity

to develop a familiar character with a setting, without any cracks, while undergoing an amazing innovation and astounding at its accomplishment. More so international proficiency requires awareness, mindset, and expertise, corresponding currently with the international influence of organizational development (Green and Olson, 2003; Jean-Francois, 2015). Deardorff's (2004) definition profoundly engrosses Green and Olson's (2003) definition by claiming that global competence signifies the capacity to suitably communicate and interrelate, centered on a person's cross-cultural knowledge, skills, and attitudes that can be learned by studying through overseas curricula and international education. It should be noted that glocal knowledge and glocal awareness are the underlying stands that branch into global competence (Ayitey, 2018). Glocal competence denotes those skills and knowledge acquired by the self that enable them to act on matters of glocal importance (Mansilla and Jackson, 2011, Milman, 2014). Finally, glocal competence is consciousness and ownership of knowledge about international matters, as well as the capacity to practice methods and outlines that are designed for universal application, irrespective of cultural discrimination (Jean-Francois, 2015). While endeavoring to inform educators and scientists, including residents, more attention must be devoted to glocal education and, hence, glocal awareness (Niemczyk, 2019).

3. Methodology

The research design segment is a part of the methodology of a study that links or connects the research problem to the associated and realistic empirical research (Rubin and Rubin, 2012). The study employed a phenomenological qualitative single case study approach, which accomplishes a comprehensive exploration of the way participants are making sense of their personal and social world, affirming 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, 2008). The utilization of a qualitative approach in this study helped bring the voices of participants into the findings and discover the meaning that campus climate and social and academic integration have for international students on US university campuses. 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). Tenured faculty and instructional staff with internationalization experience were selected as participants. Meanwhile, adjunct and part-time faculty and administrative staff were excluded from the study. Selected participants also have internationalized their curriculum, represented different colleges, programs, and genders, and included 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). The 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 shared documents such as the course syllabus, readings assigned to their class, examples of lesson plans, and in-class activities they used. The plan to use both interviews and document analysis was carefully connected with the determination to utilize a unified methodology (Owen, 2014), and ensure the 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 that 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 involvement in internalization planning

Sixteen (16) participants were represented in this study. All faculty mentioned the importance of the university involving experienced faculty in the curriculum's planning and process of internationalization. For example, a few faculty mentioned specifically that experience is important to make internationalization a fulfillment and they mentioned some faculty that have vast experience in it. Also, all the faculty concurred that through the involvement of these experienced faculty, other faculty that experienced will easily be able to get connected and learn all the nitty-gritty of internationalization specifically the glocal context of internationalization. Experience helps to connect several dots (i.e., challenges) emanating from the internationalization process, and only the experienced faculty could fix this because they have been there and they know it. Also, to prepare the correct curriculum, either global or glocal, or to merge them, there is a need to involve the right people irrespective of their background. They will be able to connect students' different glocal experiences and melt them in the process because it will give a better direction.

4.2. Glocally informed pedagogy and internalization

Paulina and Gerrard's document demonstrated local content as was discussed and presented. It shows that students will need to demonstrate glocal understanding as drawn from the global practices inculcated in the syllabus. Global content was delivered through local sources and instructors were local-global experienced faculty. Stephanie incorporates current issues by listening to the news both locally and internationally and tries to bring them together to demonstrate that the global and local work systematically. Rosemary says importantly, she pulls in practical understandings from the student into the course and provides examples and case studies in cases. She also gives examples, that are relevant to the student community in the class. A few faculty however, mentioned that they use field trips, study abroad, and cost programs to internationalize. However, the faculty involved shows global-local experience, and the course materials also manifest global practices, which are used to discuss global contents, and discussion via a viz local. While Adolphus integrates by using "the consortium of overseas student teaching (COST) program, he further mentioned he developed a course called Teaching and Learning for International Understanding which prepares the students with things to be familiar with before they go abroad." Another set of faculty emphasizes that they incorporate through their lesson plans, which are based on the material that they are assigned to teach. Amara integrates global material into his courses by assigning and teaching material and applying a variety of different pedagogies. Hilda differently says "Having the students in the class already globalizes the condition and speaks for itself. I like to encourage them to talk about their Xbox because the class incorporates itself due to diverse students from diverse cultures." Similarly, a few other faculties incorporate globalized content by using authentic materials, authors' readings, and journalists, and make their students watch videos produced by and about foreign people about the cultures that are being targeted. Samson collaborates with other institutions to discuss different processes and research methods because it helps the students see evidence of ways of practice. Jordan also brings in stories and provides local examples, helping students better understand American local culture.

4.3. Faculties' approach to integrating global-local content into their curriculum

Participants explained how they integrate different methods and pedagogies into their curriculum to teach students. They further informed how they demonstrate their experience in global-local practices and navigate every opportunity to help students acquire global-local experiences. For the most part, they all mentioned that students demonstrate a clear understanding that global and local are interrelated and interconnected. Some faculty expressed such manifestation through

specific courses they teach, and during global projects through which students express clear connections to the comparison between the United States and other parts of the world. For example, Gerrard's document demonstrated readings and proactive participation, presentations, a critical paradigm essay, a reflection paper, pitch presentations and memos, terms, concepts, and acronyms test, a project policy memo, and synthesis essays. All classes are instructor-led and taught by internationalizing locally hired faculty. The assessment methods were small group discussions, quizzes, open-book exams, and three sections exams viz-a-viz global.

Similarly, some faculty expressed that the classes that were taught made the students think about their place in a globalized world. For example, Rosemary focuses her concentration on the "key ideas and concepts from the course experiences to make sure that students have a grasp of them at the end of the course to connect with their experience. Contrastingly, Amara focuses on the United States, Europe, and the global south to a lesser extent, which comes in later parts of the courses. Nathaniel mentioned that the intercultural communication class on contact theory improves global harmony and shows evidence during a heated discussion between students. Shannon uses Middle Eastern politics through music to make students demonstrate such interrelationships and connectedness. Also, Friedel said students write documentary scripts of short stories about the foreign cities in countries they traveled to and turn them into a short film screenplay. Phillipe takes field trips with the global engineering projects students to Ghana to help them navigate language barriers and a variety of challenges and implement an engineering break, which makes them flexible in understanding the uncertainties on resources, technology with unreliable electricity, and work on solutions.

4.4. Leadership experience in inculcating glocal curriculum

Most participants demonstrated decades of experience in teaching and internationalization, while few were experienced in teaching but lacked the understanding of how to internationalize the curriculum in a glocal dimension. Meanwhile, faculty experience will determine what they know and what they can provide in content, guidance, and leadership that is needed to assist the students in acquiring the competencies required. Friedel mentioned, "I provide for the students with a list of short stories to guide them in understanding the cultures of where those stories were written." Furthermore, it is important to acquire the experience of knowing your type of student and the direction of internationalizing the curriculum. Rosemary recognizes the students' backgrounds and experiences along with their needs to address the learning outcomes for the course. She emphasized, "I also consistently try to think about what I want the students to accomplish from the course and find a way of delivering that by engaging various learning preferences and styles to integrate students' experiences, backgrounds, and understandings." Stephanie revealed that "faculty need to appreciate that students have experience in making internationalization a fulfillment; therefore, every process of internationalizing the curriculum must carry them along for the desired purpose."

4.5. Leadership shared views and ways of integrating glocal curriculum

Integration here means connecting, melting, and blending a phenomenon into a set of human beings in a way that it becomes a part of them. All the participants shared their views as regards the ways they integrate their glocal curriculum to ensure performance and to express their acts of professionalism and their intention to internationalize. Adolphus's international experience helped him to integrate international ideas into his courses at the institution. He was motivated by the internationalization and globalization of education as an immigrant to the United States from the Netherlands. Gerrard mentioned that "I integrate international topics into the courses that I teach, which was natural and kind of what I was hired to do by exposing the students to those sets of dynamics". Documents (i.e., syllabus) provided by faculties demonstrated glocal content of topics for teaching, while some could not show evidence that clarifies they teach the glocal curriculum. Phillipe's document demonstrated global content in a dimension that gives room for glocal development and cross-cultural learning outcomes. Objectives were targeted toward how the global content can inform the local content in the areas of the subject offerings. During the

interview, the faculty demonstrated a well understanding of glocal contents, but the document exposed that nothing of this was practiced in the classroom. Assessments were demonstrated to be through individual presentations, team presentations, and reflections. Samson, an instructional faculty in sports, emphasized his motivation in different ways, as indicated during the interview. He stated, "I do implement and utilize different ideologies and methodologies from different sports in my teaching." Therefore, responses from most of the faculty leaders show their awareness as regards the importance of inclusive motivation to inspire the students in a transformative manner to achieve institutional academic goals.

4.6. Suggestions on aiding internationalization efforts and encouraging the incorporation of global and local content in teaching

Some participants suggested that faculty need more time to internationalize, a provision of incentives for workshops, and engage speakers. Others suggested the investment of resources and partnerships between faculty across colleges. One participant mentioned that internationalization and globalization should be analyzed due to the necessity of students preparing for 21st-century success, to produce critical thinking, open-mindedness, and acceptance of citizens of the world. Stephanie and Hilda further suggested enforcing changes in the curriculum on older faculty, providing a research design group on internationalization, and recognizing those faculty that internationalize their curriculum. Amara specified that consideration of courses that need accreditation must be measured for students to learn and demonstrate expected competencies and provision of integrative opportunities across the curriculum. While Colby and Hilda mentioned support for small enrolment classes that internationalize. Nathaniel and Samson emphasized the provision of all student happiness grants for research abroad. Friedel mentioned the "need for better involvement from the Center for Ethical Studies to connect with faculty." Rosemary suggested "Offering modules online, which will give new experiences to faculty." Further suggestions were given by Nathaniel that the institution leadership provides clarity on internationalization and globalization of the curriculum as a core part of the vision, and resources for professional development. Phillipe, Gladys, and Shannon mentioned that by perusing the Office of Global Opportunities, travel chances created and continued in publicizing intercultural partnerships to encourage both students and faculty and by listening to the international students and faculty.

5. Discussion

This research is important in discovering faculty leadership effects on the internationalization of the curriculum. The research informs on the necessity to improve student global-local competence through experienced faculty leadership opportunities to help the students emerge as global leaders in the future. Results from findings on glocally informed pedagogy and internationalization. Participants presented documents demonstrating local content which shows that students will need to demonstrate glocal understanding as drawn from the global practices inculcated in the syllabus. The documents also show that global content was delivered through local sources and instructors were local-global experienced faculty. Participants use diverse approaches to teach students and to transfer glocal content for example field trips, study abroad, and cost programs to internationalize others' assigned teaching material and apply a variety of different other pedagogies (Jean-Francois 2015; Mezirow, 2000; King, 2005; Duffy 2006; Leask 2015). Faculties integrate global-local content into their curriculum, through different methods and teaching instructions to teach students. They also demonstrate their experience in global-local practices to help students acquire global-local experiences through specific courses and global projects to express clear connections to compare with other parts of the world, as emphasized by John *et al.* (2017) and Green and Whitsed (2013). Faculties interviewed agreed that leadership experience in inculcating glocal curriculum is very vital as it will connect with all the dimensions of glocal teachings and experience required for students' growth. Participants further emphasize that involving the students in teaching-learning experiences brings success in the internationalization of the curriculum. Leadership views on the discussed topic also show that

global content can inform local content by demonstration through individual presentations, team presentations, and reflections, which help to accomplish projected glocal education and awareness (Niemczyk, 2019).

6. Conclusion

This study is centered on the faculty from a U.S. university's glocal leadership effect on the internationalization of higher education. Essentially, any tertiary institution that intends to internationalize its curriculum successfully should have a specific understanding that is relevant to the component, process, practice, and success of the endeavor. Leadership quality engagement is an important aspect that any faculty should acquire to internationalize the curriculum at glocal levels in an inclusive and diverse atmosphere that is conducive to learning. Otherwise, the stated goals and objectives will not be desirably achieved. For example, faculty involvement in internationalization planning, glocally informed pedagogy and internationalization process, and the ways faculties integrate glocal content in their curriculum are all vital coordinates that cannot be edged out by any faculty. Similarly, faculty must embrace suggestions on aiding internationalization efforts and encouraging the incorporation of global and local content in teaching. Correspondingly, leadership experience in inculcating glocal curriculum and leadership shared views and ways of integrating glocal curriculum should be an acquired path of desire. The study further contributed that the experience of faculty members is a determinant of their level of knowledge, and this also affects the content and quality of their teaching at glocal levels. To successfully internationalize the curriculum, faculty and institutional leaders should endeavor to provide and sustain university managers, academic staff, professional development lecturers, and support staff, as well as students and academics, researchers, or intellectuals who are absorbed in emerging models or concepts and practice explicitly within this field.

Notwithstanding, as leaders, building up experience should be a continuum through several clinics, workshops, conferences, and seminars because much is needed to be accomplished on the path of glocal curriculum and competency emphasis. The approach of faculty towards helping the learners to achieve glocal knowledge needs diverse methods due to diverse cultural acquisition. Faculty as leaders need to understand that the classroom is an embodiment of locals that are merged hoping to learn diverse melting information that is drawn from the global into the local atmosphere because they are inseparable. This, however, calls for the development of future citizens ready to participate in justifiable changes via grassroots events or actions at the international stages and locations. Subsequently, such curriculum and academic locations should gradually and increasingly connect international and community discussions and negotiations (Makrakis and Kostoulas-Makrakis, 2017). Transformational leadership dissemination will help to assist students to be empowered glocally and competently. We conclude that globally responsive and knowledgeable faculty leaders must be aware, recognize, and appreciate diverse cultural values, languages, and interactions to help the process of glocalization be smooth. Also, understanding and recognizing the familiarity of contents and type of atmosphere in places intended to visit during traveling, and testimonies on how this will help the learners to relate content glocally must be considered (Hill and Green, 2008).

7. Recommendations for glocal leadership through internationalizing of the HE curriculum

This research study demonstrates and proves faculty transfer of international experiences into glocal curriculum and teaching content. Also, faculty will have to obtain glocal knowledge and apply it to their document during the preparation and dissemination of prepared glocal curriculum contents. Owning and obtaining the capacity to practice customized glocal adequate teaching methods through transformed settings by utilizing the LIP and GIP will lead to excellence. Faculty leaders should endeavor to champion glocal awareness by demonstrating the importance of recognizing the local setting concerning the global atmosphere within (Milman, 2014). As leaders, they should crave to acquire an essential glocal set of skills to empower young citizens to thrive in numerous, contexts and communities by transferring them into use in real-life situations (Hart, 2010).

Also, further recommendations are (i) understanding the essentials of leadership that could further affect positive internationalization goals and objectives, (ii) identifying those similarities and differences that are necessary for classroom teaching when following the procedure to prepare glocalization of curriculum contents, and (iii) reaching out to experts in other departments or colleges to identify other faculties with better leadership experiences in the area of glocal internationalization leadership.

The discoveries or outcomes from this study were from data collected from 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 with experience internationalizing their curriculum by incorporating global and local dimensions in their syllabi and teaching strategies.

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