May 2014

Attitudes About Globalization, Internationalization, and the Role of Student Affairs Administrators in Internationalizing Florida's Community and State Colleges

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Attitudes About Globalization, Internationalization, and the Role of Student Affairs Administrators in Internationalizing Florida’s Community and State Colleges

by

Donna R. Burdzinski

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Education in College Leadership Department of Adult, Career, and Higher Education College of Education University of South Florida


Date of Approval: March 6, 2014

Keywords: higher education, intercultural competencies, state college, student affairs, student affairs administrators

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DEDICATION

This dissertation is dedicated to those I love and who have loved and supported me through this long educational and personal journey. I start first with my parents, who encouraged me to enter the field of higher education. Although my dad did not live to see the completion of my dissertation, he is a part of my doctorate degree. He and my mom were a large part of my interest in diversity and international relations, and both helped me to achieve this long-held goal. Mom, your ongoing support as you’ve talked with me, listened to me and encouraged me has meant the world. This dissertation also is dedicated to my husband, Ken, who has been one of my staunchest supporters, assuring me that I could accomplish this dream. He gave up quality time together in order for my studies to be completed, and he kept me going when the going did, indeed, get tough. This dissertation also is dedicated to family members and adopted godparents, present and gone, who influenced, coached, guided, and loved me throughout these seven years. You each are special to me and always will be held special in my heart. Lastly, this dedication is to our granddaughter, Rayna. You bring joy, laughter, and love. May you always know how special you are, and may you always feel the support and love that I have been blessed to feel. You are our future and, therefore, this dissertation – focusing on the global future – is especially written for you.
ACKNOWLEDGMENTS

First, I am thankful to Dr. Donald Dellow, my dissertation committee chair and mentor. Dr. Dellow taught my first classes as a doctoral student; his wisdom, knowledge, and understanding of the role of community college faculty, staff, and students in a global world expanded my knowledge base and guided me to this dissertation topic.

I also am very appreciative to each of the members of my dissertation committee for serving on my committee and for your guidance and mentorship throughout this process. Each of you has provided me with increased confidence, knowledge, skills, and abilities to complete this journey. Your positive regard, kindness, and encouragement inspired me. Through your examples, I have been challenged to excel and have learned to seek more. You have been outstanding models of higher education leadership, and I aspire to achieve your levels. Thank you.

There are so many others who have played a significant role in helping me to achieve this dream. I thank my current boss, Dr. Katherine Johnson, whose initial encouragement and ongoing belief in me and my skill set helped me to begin this doctoral program and to remain focused on my goal. Two mentors and former supervisors, Dr. Burt Harres and Dr. Tim Beard, believed in me and in my abilities, and they each provided encouragement and support when I needed it most. I am most thankful for my friend and co-worker, Dr. Bonnie Clark, who completed her doctoral journey in 2013 and gladly shared “doctoral dissertation lessons learned” with me. Many thanks go to Mr. Ed Siegel, a friend and co-worker who assisted me through the quantifiable analyses and whose calm and supportive manner helped me when I needed it most.
Thanks also to Ms. Lynne Pinney who assisted me with compiling the email addresses for my survey and to Ms. Kelly Lapp who helped with editing and formatting this document. Lastly, many thanks go to Ms. Lillian Bartilucci, my administrative assistant, who provided a listening ear and good advice, and who was a solid support as I completed the last few years of this journey. There are many friends and co-workers who have provided “pick-me-ups” and encouragement along the way. I hope that you know who you are and know how much I have appreciated your many kindnesses and your prayers of support.
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ABSTRACT

This study had a three-fold purpose: first, to assess the attitudes of student affairs administrators working in the Florida College System (FCS) about globalization, internationalization, and their strategies for effecting internationalization efforts at their community/state colleges. This study also investigated the relationship between student affairs administrators’ attitudes about globalization and internationalization and what they considered to be the role of student affairs administrators in internationalizing the community/state college. Finally, this study examined the relationship between student affairs administrators’ attitudes about their perceived role in internationalizing the community/state college and certain demographic variables. No study has been found which asks these research questions related to the role of student affairs administrators in internationalizing the community college. This quantitative study was conducted with student affairs administrators working at a FCS community or state college. The specially devised survey instrument was administered online and all responses were anonymous. Data analyses, including Analysis of Variance (ANOVA), post hoc Tukey’s tests, regressions, and descriptive statistics, were calculated. Survey findings indicated that student affairs administrators working in the FCS have positive attitudes about Globalization and Internationalization, and that these positive attitudes correlate strongly with their perceptions regarding the Role student affairs administrators should serve in internationalizing the community/state college. Respondents agreed that the role of student affairs administrators is central to internationalization of the college, and they generally agreed on what activities were critical to the role of the student affairs administrator. The data showed that student affairs
administrators who possess higher levels of fluency in a language other than English are more likely to view foreign language skills as being important to internationalizing the community/state college than those who are less proficient in another language or who possess no foreign language skills. Data also indicated that respondents who categorized themselves as possessing “extensive” or “very good” international activity experience, as compared with their peers who ranked their international activity as being “nominal,” exhibited stronger composite mean scores related to student affairs administrators’ role in internationalizing the college. This ranking indicated that those who possess more international activity experience also are more likely to have an increased perception of the role student affairs administrators should have in internationalizing their community/state colleges. Colleges desiring to enhance their internationalization endeavors might wish to support opportunities for student affairs administrators to study a language other than English since this variable had a statistically significant effect on student affairs administrators’ perceptions of internationalizing colleges. Additionally, more extensive international travel experiences correlated with support for internalization activities, so colleges might benefit from providing opportunities for student affairs administrators to gain international travel experience, especially for those administrators with less higher education experience.
CHAPTER ONE

INTRODUCTION

Background

“Today the problems of a global society confront us, placing new demands and pressures on the United States and its historic partnership with higher education...Greater engagement of American undergraduates with the world around them is vital to the nation’s well-being.” So begins an introductory paragraph of the landmark Commission on Abraham Lincoln Study Abroad Fellowship (2005). Our modern global society, complete with instant communications, including the Internet and video-conferencing that bring the world to us and us to the rest of the world, is changing at an increasingly faster pace. Our global, national, and local economies have shifted, with other countries taking full advantage of the flattening of the world and building workforces that out-compete many other countries. As the United States has outsourced jobs and companies have moved out of country, these nations, including underdeveloped nations such as China, India, and Pakistan, are actively reaping the benefits of globalization. The way we share information also has shifted, from face-to-face conversations to Facebook and Twitter postings. Knowledge - truthful and complete or not - is more easily transmitted and received, as the Internet has become our new source for information.

Globalization has been an ongoing process over many centuries. Friedman (2005) asserts that the nearly simultaneous convergence of three “forces” rapidly enhanced the expansion of globalization in our modern world. These three quintessential events were the introduction of the World Wide Web and the Internet; the accessibility of affordable personal computers; and the
development of new computer language, programs, and software which enabled the home user to easily move through cyberspace. This convergence of events has allowed residents of nearly every country access to the world via the Internet and has changed the world forever. Jobs such as accounting and engineering, previously considered to be “safe” careers, now are considered “fair game” by other countries whose employees can perform the work overnight and at far less cost (Friedman, 2005; Roberts, 2010). Concepts such as “outsourcing” and “offshoring” have become common in today’s discussions as jobs and businesses have moved “offshore” to countries such as China, India, Pakistan, and the Philippines.

Globalism and globalization have become commonplace terms in our vocabulary. Experts may disagree on specific definitions, but there is agreement that the effects of globalism and globalization are economic, technological, political, social, and educational (Altbach, 2004; Altbach & Knight, 2007; Blinder, 2006; Friedman, 2005; Hutcheson, 2011; Knight, 2003; Knight, 2006). Additionally, attitudes and behaviors can be linked to these terms; as the world transforms, jobs, wages, and the current ways of life are affected. These changes affect people’s thoughts and behaviors. Some view these alterations with concerns and even fear, while others view them with a more optimistic eye. Advocates for globalization state that free trade is good for the country and the world, helping poorer nations to develop and prosper economically; that it provides more and better goods and services at lowered cost; and that it serves to stimulate new job development as new technologies and career fields arise (Friedman, 2005). Perceptions of globalism and globalization can be negative as well as positive; the rapid increase in jobs being off-shored, businesses relocating, and individuals and families facing serious losses has created fears, affected the economy, and completely changed the way business is conducted.
Globalism can be minimally defined as describing “a world which is characterized by networks of connections that span multi-continental distances. It attempts to understand all the interconnections of the modern world - and to highlight patterns that underlie (and explain) them” (Nye, 2002, p 1-2). Nye also discusses the “military dimension” of globalism, referring to far-reaching “networks in which force, and the threat or promise of force, are deployed” (Nye, 2002, p.4). Nye further explains the military dimension through description of the US and Soviet Union during the Cold War; another and even more frightening historical example was the events which occurred on September 11, 2001 when “geographical distances were shrunk as the lawless mountains of Afghanistan provided the launching pad for attacks on New York and Washington – some 4,000 miles away” (Nye, 2002, p.4). There is a strength of emotion tied to these terms of “globalism,” “globalization,” “offshoring,” “outsourcing,” and “a global economy.” Fear is a strong factor, and with un-checked fear can come the backlash of protectionism: a sense of “us” versus “them.”

Globalism and globalization are not new events but are constantly evolving processes. Technology and the speed with which changes are now made have contributed to the global economic revolution in our world of today. The benefits may seem clear: increased and enhanced communications worldwide; improved economies and better life for many under- and undeveloped nations as well as for nations who have risen to the top economically; and greater understanding for one another as members of the greater universe. Those who disagree note the thousands of jobs “lost” to offshoring and foreign completion, when even well-established brokerage houses on Wall Street are offshoring and utilizing foreign analysts for critical work (Engardio et al., 2003). Other critics of globalization, such as Stiglitz, place blame for increased
poverty, environmental issues, and “destroyed indigenous cultures” on global policies such as those of the International Monetary Fund (Stiglitz, 2005, p. 228).

There is grave concern that our nation’s workforce does not yet possess the requisite global - or intercultural - skills needed to be highly competitive in tomorrow’s global world. Bremer (2006), writing about the importance of global workforce development, quotes Dr. William E. Kirwan, Chancellor of the University System of Maryland, Adelphi, as saying, “companies and organizations will be creating teams of workers who live in different parts of the world and who must understand one another and communicate effectively. This requires a deep understanding of languages, cultures, histories, and perspectives, all of which are components of developing global-ready graduates (p.42).”

Frequently identified in the literature are three areas pertaining to global competence: knowledge, skills, and attitudes. The specificity of these three themes varies among researchers but include knowledge of history and political aspects affecting our world; mathematical, technological, and scientific skills; non-judgmental attitude; open and positive regard for others of diverse backgrounds; intercultural knowledge (competence); cultural awareness of self; understanding of others; cognitive and critical thinking; ability to work as a team member; effective communication skills; empathy; and desire to continue learning (Braskamp, 2011; Brustein, 2007; Carnevale, 2007; Deardorff, 2004; Deardorff & Hunter, 2006; Dellow & Romano, 2006; Friedman, 2000; Friedman, 2005; Karoly & Panis, 2004).

How individuals gain these global ideas, skills, and abilities varies, with most learning through a combination of informal and often unintentional means. Some gain global skills experientially from travel or interactions with diverse others. Some expand their base by learning another language and gaining cultural perspectives through the language acquisition. However,
focus is on the higher education system to provide the requisite training and support platform for learning global skills. Our nation’s desire for colleges and universities to assume a greater role in educating students to become global citizens is supported by the 2010 study commissioned by NAFSA: Association of International Educators. This study reported that, “by strong margins, Americans were clear: international education is critically important. Without it, the graduates of the future will be at a disadvantage in their careers and will find themselves lacking the skills to thrive in the global workplace” (p.1). Correspondingly, the report also found that “73% surveyed believe that America’s higher education institutions must do a better job of teaching students about the world if they are to be prepared to compete in the global economy” (p.2).

Internationalization is viewed as the response of higher education to globalization. The term “internationalization” is more frequently being used as related to the international aspects of higher education, and especially so to postsecondary education (Knight, 2011).

“Internationalization includes the policies and practices undertaken by academic systems and institutions – and even individuals – to cope with the global academic environment” (Altbach & Knight, 2007, p. 290). As our world essentially becomes smaller and cultures interact, blend, and clash, the role of higher education must support these changes and teach students through out-of-classroom experiences as well as in the classroom. Higher education has a responsibility to provide students with the opportunities to gain global competencies. “For their own future and that of the nation, college graduates today must be internationally competent” (Commission on Abraham Lincoln Study Abroad Fellowship, 2005). While much energy and concern was focused on international relations in the beginning of the 21st century, the need for college students to be prepared to compete is even more critical now than it was prior to the events of September 11, 2001 and downturns in the world’s economy (Friedman, 2005).
Internationalization is an imperative obligation for higher education, and most especially for community colleges. Brustein (2007) writes that:

To respond to these changes and meet national needs, it is essential that our institutions of higher education matriculate globally competent students. Without global competence our students will be ill-prepared for global citizenship, lacking the skills required to address our national security needs, and unable to compete successfully in the global marketplace. (p. 382)

Community colleges especially have a significant part to serve in providing the necessary training. Boggs and Irwin (2007) advocate the critical role community colleges play in “educating nearly half of all undergraduate students…to live in an increasingly global society and economy” (p.25). Boggs and Irwin reference a statement made by former President G.W. Bush who emphasized that “US government officials have recognized that community colleges can promote national security and world peace by helping educate students from developing countries and by promoting the study of foreign languages (p.25).

Community colleges perform different roles for students who possess a wide variety of needs, issues, and goals. While many students attend the local community college as a means of completing their freshman and sophomore years of college at great costs savings, others attend to learn new workforce skills and obtain a certificate or license, while still others attend simply to pick up one or two classes needed to improve a skill necessary for employment or career advancement. Green (2007) supports the community college’s role:

Community colleges have an important role to play in furthering the internationalizing of U.S. higher education. With 52 percent of first-year students enrolled in community colleges, global learning at the postsecondary level must begin there. For those students
whose education ends with their community college experience, community colleges are likely to constitute the only formal academic opportunity to learn about other countries, cultures, and global trends. For those students who do transfer to four-year institutions, the two-year institution may still furnish the majority of students’ global learning. (p. 16)

Most research related to internationalizing the college and providing students with supported opportunities to gain global/intercultural competence skills has focused on academics and in-classroom activities rather than the out-of-class educational support functions offered through the arena of student affairs. There is a strong benefit for students which can be gained from interactions with student affairs staff. “Much of students’ college experience happens without direct faculty involvement…given this fact, one important role of student affairs educators at our institution is to serve as educators outside the classroom, convening academically purposeful conversations, planning educational programs, and creating learning-rich environments” (Shushok et al., 2009). The roles of student affairs departments have long been seen as supportive, providing a variety of resources to assist students with navigating successfully through college (Braskamp, 2011). Throughout significant alterations in roles and responsibilities over the years, student affairs professionals’ “mission of effectively and ethically attending to the development of college students as ‘whole persons’ continues as a central emphasis” (Castellanos, Gloria, Mayorga, & Salas, 2007, p. 644). Student affairs professionals seek to address the “whole student” (Braskamp, 2011) while also meeting tangible needs such as assistance with completing admissions and financial aid applications, career and academic guidance, direction in selecting the right courses in order to graduate on time, and improving athletic skills.
Student affairs’ roles also include providing less quantifiable but critical support such as counseling, coaching and mentoring, and life skills training. One also could argue that the role of student affairs is to help broaden the minds and thoughts of students. What students are taught about handling stress, competition, coping with life’s ups and downs, teamwork, critical thinking, and intercultural/global competence can be the “make or break” difference in their success or failure in tomorrow’s global economy. Their success or failure predicates our nation’s success. Braskamp (2011) cited that, “A holistic and integrated approach to development, as Robert Kegan emphasizes in *In Over Our Heads* (1994), stresses the mutually reinforcing nature of cognitive, interpersonal, and intrapersonal development” (p. 1). How colleges treat students and what we teach them through these more informal venues of learning can be a strong component of students’ college learning and life-preparation for success in a global workforce.

For the purposes of this study, the term “student affairs” is used to describe those professional staff within a college or university whose roles primarily are responsible for the out-of-class experience and learning of students. These jobs may include admissions, academic and career advising, athletics, financial aid advising, student activities, student development, student life, and student support. The responsibility of student affairs professionals has been to provide out-of-classroom experiences for students, to help build meaningful interactions and positive learning experiences among diverse groups of students, and to assist students with expanding to their greatest potential (Braskamp, 2009; Castellanos et al., 2007; Franklin-Craft, 2010; Pope, Reynolds, & Mueller, 2004).

**Statement of the Problem**

Internationalizing the community college through avenues other than academics is a little researched area. Yet, the areas supervised by student affairs administrators are critical to the
mission of providing community college students with globally competent skills. That this mission is important is underscored in an article addressing the critical need for building leadership within the community colleges for international education. Boggs and Irwin (2007) stated that “community colleges have a responsibility to acknowledge global understanding and communication as integral to their mission. Community college governing boards and chief executives, as well as their administrators, faculty, and staff who oversee programs and services, must not only embrace global education but also challenge their communities to understand its importance” (p. 26). Despite the critical nature of this topic, scant research has been undertaken to understand the role of student affairs administrators in providing the leadership, guidance, and support to internationalizing the community college. Although research has been conducted on global and intercultural competence, and discussion regarding definitions of global or intercultural competence has been extensive, little specific research has been conducted on the role of student affairs professionals (Franklin-Craft, 2010; Pope & Mueller, 2000).

To provide insight on this critical question, a focused research study was conducted with student affairs administrators working at community colleges in the Florida College System (FCS). There are 28 state and community colleges within the FCS; of these colleges, all offer two-year degree programs as well as shorter career and vocational certificate programs, and most offer some form of ESL, ESOL, and GED preparation. Additionally, high school dual enrollment courses are taught, providing high school students with the opportunity to participate in college courses and to gain college credit while still in high school. Many of the FCS institutions now offer bachelor degrees; however, four-year degree offerings are limited. Students admitted into these institutions’ bachelor degree programs must first complete an associate’s degree before being accepted into the bachelor’s degree program. For these institutions, the bachelor’s degree
emphasis remains focused on providing workforce training, as the state-approved bachelor’s degree offerings must fall within the workforce “high wage, high demand” arena. Each college is staffed by mid- and upper-level student affairs administrators, responsible for overseeing the staff who provide “out-of-classroom” support for students. Student affairs administrators’ attitudes about globalization, internationalization, and their role in internationalizing the community/state college has not been researched.

**Purpose of the Study**

The purpose of this research study was to gain knowledge of what role student affairs administrators in the FCS perceive themselves to have in internationalizing their community/state college. Student affairs administrators’ attitudes related to globalization and internationalization were assessed as well as student affairs strategies for implementing internationalization efforts. Since little research has been conducted in this field, this study adds to the current body of knowledge.

**Research Questions**

This research study was designed to address the following questions:

1. What are the attitudes of student affairs administrators within the FCS about globalization?
2. What are the attitudes of student affairs administrators on the need for their colleges to become more internationalized?
3. What is the relationship between FCS student affairs administrators’ attitudes relative to globalization, internationalization, and their perceived role of student affairs administrators in internationalizing the community/state college?
4. What is the relationship between attitudes about the perceived role of student affairs administrators in internationalizing the community/state college and the following key demographic variables?

- international travel experience
- age
- gender
- multiple language skills
- student exchange experience (host family, for instance)
- job responsibilities
- years of experience in higher education
- highest degree earned

Research question number one related to whether participants view globalization in general as having a positive impact on them and on the United States. Research question number two looked at student affairs administrators’ attitudes about the importance of internationalizing the community college. Research question number three determined the nature of the relationship between community college student affairs administrators’ attitudes related to globalization, internationalization, and their perceptions of their own roles in internationalizing their college. Research question number four explored relationships between the perceived role of student affairs administrators in internationalizing their communities’ colleges and key demographic variables.

**Survey**

For the purposes of this study, research was conducted with student affairs administrators employed within the FCS. Florida’s 28 community/state colleges are made up of diverse
populations of students, staff, and faculty, and are widely recognized for the strength and quality of the Florida College System. The survey instrument utilized for this study was “Attitudes Toward Globalization and the Role of Student Affairs Administrators in Internationalization of Community Colleges.” This survey instrument was revised from existing surveys to include specific questions related to student affairs administrators. The existing survey instruments focus on faculty perceptions of internationalization of the community colleges and general education courses. These surveys were revised with permission from appropriate authors (see Appendices A, B, and C). The previous surveys, entitled “Survey of Perceived Level of Importance of International/Global Initiatives in General Education in the Community College” (Genelin, 2005), “Internationalization of General Education Curriculum in Missouri Community Colleges” (O’Connor, 2009), and “Perceived Level of Importance of Internationalizing the General Education Curriculum” (Clark, 2013), contain questions designed to assess respondents’ perceptions of globalization, internationalizing the community college, institutional/administrative support, and questions related to the general education curriculum.

The new survey instrument is divided into four sections. It contains a total of 39 questions, including one open-ended question. Section I, entitled “Globalization,” asks questions aimed at assessing the respondents’ attitudes about globalization. Section II, entitled “Internationalization,” asks questions related to “integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education.” Section III, entitled “Student Affairs Administrators’ Role in Internationalization,” asks questions related to the roles student affairs administrators believe they should serve as related to policies and procedures which would support internationalization. Section IV contains demographic information and one open-ended question.
This research survey was conducted online via Survey Monkey. Requests for approval to conduct this survey were obtained before administering the survey from the Institutional Review Board (IRB) at the researcher’s home institution (University of South Florida) and from the individual Institutional Review Boards of the Florida community/state colleges (as required by those institutions) participating in the study. The instrument was reviewed with students in a student affairs master’s degree class. The subject was thought to be important for student affairs, so the survey was shared with the class. Feedback from the students was reviewed and considered for revisions to the survey.

Definition of Terms

Many of the terms used in this research study are defined in different ways by multiple researchers. Additional definitions are discussed more thoroughly in Chapter Two, but for the purposes of this study, the following operational definitions will be used:

- **Community/State College**: an institution of higher education whose primary responsibilities include the offering of two-year degrees, such as the Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Science (AAS); career/vocational/technical and workforce training; developmental education (remedial courses); dual enrollment courses for eligible high school students; General Education Development (GED) preparation; and, more recently, baccalaureate degrees.

- **Global Competency**: "Having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate, and work effectively outside one's environment" (Hunter, 2004, p.101).

- **Globalization**: “The flow of technology, economy, knowledge, people, values, and ideas across borders” (Knight, 2003, p.3).
• **Intercultural Competence**: “The ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (Deardorff, 2004, p. 184).

• **Internationalization**: "The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2003, p.2).

• **Student Affairs Administrator**: mid- and upper-level college professional staff who supervise areas responsible for the out-of-class experience and learning of students. These areas of supervisory responsibility may include admissions, academic advising, athletics, career counseling, disability services, financial aid, recruitment and retention, multicultural affairs, student activities/life, student development, student records, student support, and testing.

**Delimitations of the Study**

Delimitations of this study are as follows: This study used a convenience population made up of all Florida College System employees identified as being employed in student affairs administrative positions. Other individuals would be excluded from participating in this study.

**Limitations of the Study**

Limitations of this study are as follows:

1. The study is accurate only to the extent that data entered from participants’ responses to the survey were complete and that participants understood each question and answered with full honesty.
2. Some student affairs administrators from the FCS chose not to participate and/or some institutions did not provide approval for their student affairs administrators to participate.

3. Student affairs administrators participating in this study may not accurately represent other student affairs administrators within public or private universities in Florida or elsewhere. Any conclusions which may be from the participants’ responses should not be generalized to student affairs administrators in universities or in other states.

**Significance of the Study**

This study adds to the body of research and literature in an area that is little-researched. While attention has been focused on globalization and the resulting internationalization of higher education, especially in community colleges, there still is little evidence that community colleges are truly involved in internationalizing (Brustein, 2007; Green & Siaya, 2005; Raby, 2007; Romano, 2002). Many institutions offer study abroad programs or recruit international students to their campuses; however, there is little proof that these institutions are incorporating the necessary components of internationalization that will prepare their students for working in our global society (Shams & George, 2006). Community college administrators, by virtue of their roles, make an impact and help set the tone for their areas of responsibility. Charged with leading the areas which provide students’ out-of-classroom experiences, student affairs administrators’ roles are crucial; they provide leadership, establish division and departmental goals and objectives, train staff, and insure that students’ needs are best served.

No study has been found which asks these research questions related to the role of student affairs administrators in internationalizing the community college. Learning more about these key student affairs administrators, their relationship with certain variables, and their
perceptions of globalization, internationalization, and the role they serve in internationalizing their colleges will add to the current literature and understanding of the field.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

This chapter provides an examination of the foundational issues supporting this research study. These topics include: a précis of globalization and internationalization; skills needed for global workforce; global readiness skills; intercultural/global competence; the response of higher education, specifically community colleges, to globalization through internationalization; the evolving mission of community colleges; unique issues related to internationalizing community colleges; responsibilities of student affairs administrators in Florida community/state colleges; relevant demographic information; and the importance of these roles in internationalizing Florida’s community/state colleges.

Globalization

Globalization is a comprehensive topic which can be viewed as possessing deep-reaching roots – or on the opposing side – manacles. It is crucial to examine the term “globalization” for insights. The debate about globalization has exponentially increased from the end of the 20th century until current times (Fischer, 2003), with avid discussions related to various perceptions of this term. It is logical that there would be a wide variety of definitions, since this topic includes so many different aspects, and occurs with different impacts worldwide. In order to better understand and gain some foundational definitions for “globalization,” it is important to review multiple definitions to seek some accord.
First, we need to know some of the history of globalization. Globalization has existed in one form or another for many centuries, with countries and cultures rising and falling as one economy expanded and another exploded apart. Some historians believe that economic and social globalization can be traced to 320 BCE, with the establishment of the Maurya Empire in India. The Maurya Empire was among the first societies to develop international commerce, having established trade with Asia and Europe. During the second century BCE, natives of present-day China established the Silk Road, a trade route that ran through China, Egypt, Persia, India and Rome. The Silk Road was a multilateral project, with each nation contributing to the protection of trade routes and the establishment of trade protocols (Ebscohost Connection, 2012).

Describing the ebb and flow of world economies, Blinder (2006) writes about the three most recent historical industrial revolutions in the United States. The first industrial revolution began around the end of the American Revolution in 1776. During this time, people were forced to migrate from the farmlands to the larger cities in order to seek gainful employment. The resulting manufacturing jobs in the cities changed what types of businesses existed and prospered, thereby changing the way families raised and educated their children. The second industrial revolution shifted jobs from manufacturing and more into “services.” Blinder declared that, although the citizenry may have been concerned about losing manufacturing jobs, "in reality, new service-sector jobs have been created far more rapidly than old manufacturing jobs have disappeared" (p. 116). We are now, according to Blinder, well-enthroned in the third of the industrial revolutions, the “Information Age.” A foundation of this “revolution” is that "the cheap and easy flow of information around the globe has vastly expanded the scope of tradable services" (Blinder, 2006, p. 116).
In the first half of the 20th century, economic globalization in the United States was just beginning to thrive before being nullified by World War I and the Great Depression; it was then again impacted by World War II (Fischer, 2003; Friedman, 2000; Thelin, 2003). In 1981, then-Secretary of Education Bell established the National Commission on Excellence in Education to evaluate education in the United States. This report includes a statement which remains as true today as it was when written in 1983:

The time is long past when America's destiny was assured simply by an abundance of natural resources and inexhaustible human enthusiasm, and by our relative isolation from the malignant problems of older civilizations. The world is indeed one global village. We live among determined, well-educated, and strongly motivated competitors. We compete with them for international standing and markets, not only with products but also with the ideas of our laboratories and neighborhood workshops. America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer. (Gardner, 1983; p.2)

After 1989, with the fall of the Berlin Wall and the resulting end of the Cold War, the world’s economy experienced a new era. Writing about that time, Friedman (2000) said that:

The new system had its own unique logic, rules, pressures and incentives and it deserved its own name: “globalization.” Globalization is not just some economic fad, and it is not just a passing trend. It is an international system – the dominant international system that replaced the Cold War after the fall of the Berlin Wall. (p.6)

Definitions of globalization abound. As previously provided in the definitions section of this research, Altbach and Knight (2007) define globalization as “the economic, political, and societal forces pushing 21st century higher education toward a greater international involvement”
Their inclusion of higher education underscores the transition from globalization to internationalization, discussed in the next section of this research.

In a more extensive definition, Onyejekwe (2004), stated:

Since the 1960s the term globalization has been used to describe technological processes and advances that have made our world seem smaller. In term of economics, an aspect of this process (economic globalization) greatly refers to the inexorable integration of markets, nation-states, and technologies to a degree never witnessed before - in a way that is enabling individuals, corporations and nation-states to reach around the world farther, faster, deeper and cheaper than ever before. (p. 26)

Levin (2002) defines globalization as “both a concept and a process. Conceptually, globalization entails the drawing together of disparate locations and the compression of time. As a process, globalization intensifies social and political relationships and heightens economic competition. Globalization in the past two decades has been propelled by capital, electronic technology, the movement of people, specifically migration, as well as by government policy and actions” (p 47). Citing Held (1999), Marginson and Sawir (2006) also define globalization in terms of process. They describe globalization as the “widening, deepening, and speeding up of all forms of worldwide interconnectedness. Globalisation (sic) refers to the growing role of world systems, networks, movements and relationships, not just economic and technological, but also cultural, social and political” (p. 346-347). This interconnectedness may be large scale, beginning with financial actions which affect nations. Fischer (2000), an economist, states that “economic globalization, the ongoing process of greater economic interdependence among countries, is reflected in the increasing amount of cross-border trade in goods and services, the increasing volume of international financial flows, and increasing flows of labor” (p. 3). In 2006,
economist Blinder wrote that [we] “should not view the coming wave of offshoring as an impending catastrophe” (p. 114). He also asserted that many of the world’s economists might have "underestimated both the importance of offshoring and its disruptive effect on wealthy countries" (p. 114). In response to concerns of offshoring and out-sourcing, Blinder does not think that the U.S. will experience higher levels of unemployment, stating instead that "the world gained enormously from the first two industrial revolutions and it is likely to do so from the third as long as it makes the necessary economic and social adjustments" ( p.117). Discussion of these “adjustments” leads to a focus on the outcomes and effects of globalization.

Globalization has an effect on the individual, affecting thoughts, values, and actions. Woodward, Skrbis and Bean (2008) avow that “one of the widely accepted consequences of globalization is the development of individual outlooks, behaviours, and feelings that transcend local and national boundaries” (p. 207). Globalization focuses emphasis on inputs, processes, and outcomes. In a more lengthy description, Altbach and Knight (2007) define globalization as being:

The economic, political, and societal forces pushing 21st century higher education toward a greater international movement. Global capital has, for the first time, heavily invested in knowledge industries worldwide, including higher education and advanced training. This investment reflects the emergence of the “knowledge society,” the rise of the service sector, and the dependence of many societies on knowledge products and highly educated personnel for economic growth. (p. 209)

In the NAFSA Report, Comprehensive Internationalization; From Concept to Action, Hudzik defines globalization specifically related to higher education:

Globalization of Higher Education has several meanings. It can and does refer to the
massive growth underway in global higher education capacity, particularly in countries outside of Europe, North America, and the Antipodes. It also refers to the growing flow of students and faculty globally and the formation of crossborder inter-institutional collaborations and partnerships. (p.10)

As was discussed in Chapter One, the term “globalization” also carries with it negative connotations, with adverse concerns of capitalism, offshoring and outsourcing, and loss of individual cultures. Some experts note that globalization has the potential for negative aspects, including a melding of cultures one into another, loss of individual cultures, an influx of people from other countries, better educated peoples of other nations, with a resulting loss of world status and income for Americans (Fischer, 2000; Friedman, 2006; Mandel, 2007; Roberts, 2010; Stiglitz, 2005). Noting local communities’ concerns about global mobility, Kell and Vogl (2010) state that “much of these concerns originate with the backlash politics associated with anxieties about migration and the ambivalence to multiculturalism in many countries. Concerns about job losses and competition among immigrants, overpopulation and overcrowding owing to new arrivals and a perceived failure of migrants to “assimilate” to the host culture characterise (sic) the resistance to global mobility” (p. 3). Job loss is a real concern, whether through competition with immigrants, “offshoring” or “outsourcing,” terms often associated with the effects of globalization. Outsourcing is fearfully viewed by many as giving away the bank. Roberts (2010) writes that outsourcing is "rapidly eroding America's superpower status… In effect, the US is giving away its technology, which is rapidly being captured, while US firms reduce themselves to a brand name with a sales force” (p.2).

While not new concepts, “offshoring” and “outsourcing” are aspects of globalization that receive much negative press. According to Friedman (2005), “offshoring” - as used by
Americans - occurs when companies move whole ventures from the United States to some other country, allowing the company to "produce(s) the very same product in the very same way, only with cheaper labor, lower taxes, subsidized energy, and lower health-care costs…China’s joining the WTO took Beijing and the world to a whole new level of offshoring - with more companies shifting production offshore and then integrating it into their global supply chain" (Friedman, 2005, p. 138). “Outsourcing” occurs when a company removes a particular function (such as making particular parts or components) from an onsite location and moves this function to another location (often in another country) where the work is completed by employees of another company. The parts are then returned to the original company where they then are integrated into the processes completed by the original company. Generally, outsourcing occurs with companies in developing nations, where work can be performed adequately and at a much lower rate of pay. Outsourcing and offshoring are often viewed as both negative for the country “losing” the employment and tax base, and for the developing nation where the work is performed much cheaper and employees are paid less than their counterparts in developed countries. Citing research conducted by Olson et al. (2006), Sullivan (2011) states that, following the events of September 11, 2001, “globalization became a loaded term implying the hegemony of the capitalist system, the domination of rich countries over poor, and the loss of national culture” (p.22).

For years, despite much upheaval and public outcry, jobs such as call centers, medical records transcription, and sewing machine operations have been outsourced or offshored. Now, “career” jobs, often chosen for their opportunities for security and upward mobility, are considered as fair game for outsourcing or offshoring. These jobs include accounting, managerial positions, and radiography – work that may be performed overnight in another country, with
results waiting for American employers the following work day when offices open (Friedman,
2005). In the face of concerns over globalization, it is important to identify and understand
global skills required for the global workforce in order to be better prepared as individuals, and
as educators.

**Skills Required for the Global Workforce**

Citing Lustig and Koester (2006), Perry and Southwell (2011) state that “intercultural
interactions have become part of everyday life in our increasingly globalized world. There are
strong economic, technological, demographic and peace imperatives for gaining competency in
intercultural interactions” (p. 453). Parents express apprehension about their children’s ability to
succeed in a global world. Friedman (2006) describes the “undertow of concern” that he has
heard from parents as he traveled around the US. Fear and concern are apparent as parents ask,
“Is my child studying the ‘right stuff’ to survive in the future” (p. 301).

With the global work world changing so rapidly, it is imperative that we understand what
types of global skills will be needed for successful global competition for jobs. Although
consensus on a specific definition of global or intercultural competence may not yet be achieved
(Curran, 2003; Deardorff, 2004; Fantini, 2009; Franklin-Craft, 2010; Green & Olson, 2005;
Hunter, 2004), there are multiple similarities, each incorporating terms related to attitudes,
awareness, global knowledge, and skills. Friedman and others describe the skills that our nation’s
students must acquire in order to develop into global learners. Global learners will need strong
communication skills, analytical skills, collaborative and team-building skills, as well as higher
level math and science skills (Bremer, 2006; Brustein, 2007; Commission on Abraham Lincoln
Study Abroad Fellowship, 2005; Deardorff, 2006; Dellow, 2007; Friedman, 2006; Hunter, 2006).
Global learners also need to have “curiosity and passion for their jobs.” Students in developing
nations such as China, India, and Pakistan are “hungry” for education and jobs. They and their families are willing to work exceedingly hard and forgo much in an effort to gain education that will assure them of a bright future with good pay and benefits (Friedman, 2006).

“Globally competent citizens know they have an impact on the world and that the world influences them. They recognize their ability and responsibility to make choices that affect the future” (The Stanley Foundation, 2004). Green and Olson (2005) define global competence through three attributes: knowledge, attitudes, and skills. Students must have awareness – to know what they don’t know - in order to gain global knowledge and skills. Green (2012), writing about the importance of global citizenship states that it “is difficult to teach intercultural understanding to students who are unaware they, too, live in a culture that colors their perceptions. Thus, awareness of the world around each student begins with self-awareness” (p.2).

Tomorrow’s global workers will need to “learn how to learn,” since they must constantly compete in a global economy by continuing to learn new skills. Eric Hoffer, self-educated longshoreman said, “In times of change, it is the learners who will inherit the earth, while the learned will find themselves beautifully equipped for a world that no longer exists” (from the missions statement page of the American Association of Community Colleges website). Community college students will need to understand the importance of continuing the learning process beyond graduation. This is especially important for students earning a career/technical certificate or degree since they often are the students who do not continue on for a bachelor’s degree and who may not be otherwise be aware of the importance of continually gaining new skills.

While tangible skills such as mathematics and science knowledge may be learned and can be tested for attainment, the so-called “soft skills are essential; Dellow (2007) states that:
In a global economy, more people will be dealing with colleagues and co-workers from around the world. The soft skills that have always been important for successful business practice become even more critical as business transactions take place between people from different countries and cultures (p. 42).

Soft skills as well as tangible knowledge are identified by employers as requisite for entry-level positions. Possessing the skills to successfully work as members of a cohesive team is important. “The ability to work in teams, communicate with an increasingly diverse labor force, and think critically to solve problems are the skills and dispositions that higher education is well equipped to deliver. It is fortunate that the very general education goals that produce desirable citizenship and social good also dovetail with producing a more productive workforce” (Romano & Dellow, 2009, p. 14). The 2006 report “Key Findings: Are They Really Ready to Work? Employers’ Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce” states that “mirroring the fast pace of globalization, 63.3% of employers say a foreign language is the most important basic skill students will need. Critical thinking and creativity/innovation, two key drivers of a knowledge economy, are expected to increase substantially in importance (77.8% for critical thinking and 73.6% for creativity/innovation)” (p. 2).

As “tele-conferencing” becomes entrenched in business practices, with employees in different countries knowing one another only via communication tools such as Skype, intercultural skills become essential. Friedman (2000) warned “there is a danger that is a result of the Internetting of society, the triumph of all this technology in our lives…people will wake up one morning and realize that they don’t interact with anyone except through a computer” (p. 452). This warning should be heeded as many youth of today communicate more via Facebook, Twitter, and texting than they do in face-to-face communications. Knowing how to interface
successfully in a multiplicity of cultures will become the norm. Becoming aware and respectful of the cultural differences and similarities of other cultures with one’s own can be the critical success or failure factor for a business.

These same skills can also be more significant to our nations. These often less-tangible “soft skills,” including foreign language ability and intercultural awareness, provide the foundation for positive communications and are critical to the nation’s attempts to open doors with “good politics” versus warfare. Malkan and Pisani (2011) noted that, “in the wake of the September 11th attacks, FBI director Robert Muller put out an urgent call for Arabic and Farsi translators, going so far as to post an 800-number for applicants. His announcement once again exposed our nation’s appalling deficiencies in foreign language expertise” (p. 826). In today’s world, global competency has become more critical than ever before. With nations, businesses, and individuals able to connect with other nations, businesses, and individuals nearly instantaneously, global understanding and communications are crucial. Boggs and Irwin (2007) affirm, “The twenty-first century ushers in a new era, with the highest level of global interconnectedness in human history” (p. 25). In essence, our nation’s students must develop, value, and continue to expand and improve intercultural competencies.

Exactly what intercultural/global competency skills are needed? Experts seem unable to agree on the specific lexis to describe intercultural competence (Deardorff, 2006; Deardorff & Hunter, 2006; Fantini, 2009; Hunter, White, & Godbey, 2006). Fantini (2009) noted the multiple terminologies which have been employed over the years - including biculturalism, communicative competence, cross-cultural communication, global competence, intercultural competence, intercultural sensitivity, and multiculturalism (p.457). According to Deardorff (2006), intercultural competence can be summarized as “the ability to communicate effectively
and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (p.184). The Stanley Foundation, which supports research pertaining to global education, considers global competence to include “an appreciation of complexity, conflict management, the inevitability of changes, and the interconnectedness between and among humans and their environment. Globally competent citizens know they have an impact on the world and that the world influences them. They recognize their ability and responsibility to make choices that affect the future” (Stanley Foundation Youth Website, 2012). Hunter (2006) defines global competence as “having an open mind while actively seeking to understand the cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate, and work effectively outside one’s environment” (p.4).

Some definitions are more in-depth, focusing on greater understanding of one’s self as a member of a greater society. Bresciani (2008) states that

“All Anderson (2007) cites Hovland's (2005) components that describe global learning as ‘the successful preparation of students to live responsible, productive, and creative lives in a dramatically changing world, and the shaping of students' identities by the currents of power and privilege, both within a multicultural U.S. democracy and within an interconnected and unequal world.’ In 2004, a specially-appointed task force on International Education of the Association of Public and Land Grant Universities (formerly NASULGC), described global competence as “the ability of faculty, staff, and students not only to contribute to knowledge, but also to comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world” (p.2).

Citing this NASULGC definition, Brustein (2007) expands upon the definition of global competency to include “the skills that form the foundation of global competence include the
ability to work effectively in international settings; awareness of and adaptability to diverse 
cultures, perceptions and approaches; familiarity with the major currents of global change and 
the issues they raise; and the capacity for effective communication across cultural and linguistic 
boundaries” (p. 382-383).

Whether one uses the terms of global competence or intercultural competence, the review 
of literature conducted for this research indicates similarities in the requisite skills, knowledge, 
and abilities needed to be able to compete successfully in today’s global marketplace. Research 
has found that employers are seeking employees who have more than just the basic credentials of 
good grades and certificates or diplomas. They want employees who can read and write and who 
possess job-specific education and knowledge; but more importantly, they need employees who 
possess “value added” skills - or “soft skills” - which will enable them to contribute globally 
(Braskamp, 2009; Bremer, 2006; Bresciani, 2008; Deardorff, 2006; Deardorff & Hunter, 2006; 
Dellow & Romano, 2006; Franklin-Craft, 2010; Olney, 2008).

Zeszotarski (2001) describes the global education framework adopted by the 1996 
American Council on International Intercultural Education (ACIIE) conference. This framework 
for global education identified developmental phases related to learning of intercultural 
education, including:

1. Recognition of global systems and their connectedness, including personal awareness 
   and openness to other cultures, values, and attitudes at home and abroad

2. Intercultural skills and direct experiences

3. General knowledge of history and world events – politics, economics, geography;

4. Detailed area studies specialization – expertise in another language, culture, or 
country. (p.65-66)
Stage one was identified as being the most critical for community college students. How do students attain global knowledge and skills? Experts stress the importance of practice (language acquisition, for example); frequency of interactions; supported scaffolding to provide new learners with support for questioning and gaining new awareness, knowledge, and skills; and immersion into a different culture. Dellow (2002) describes a continuum of global competency (Figure 1), with different levels of global competencies. Along with each competency, Dellow has described “types of educational activities and experiences that would be minimally sufficient to promote the different levels of global competency” (p.4). Dellow has indicated that this continuum is designed to be a starting point for future discussions educators must hold.

**Internationalization: The Response of Higher Education to Globalization**

Internationalization has been defined in substance as being higher education’s response to globalization (Deardorff, 2004; Ellinboe, 1998; Knight, 2003; Altbach & Knight, 2007; Knight, 2011). These actions have been taken by higher education in general, or by individual institutions or groups in particular, in an attempt to address the opportunities and challenges of a changing world. Within these definitions is an emphasis on institutional policies and processes as well as focus on changing global dynamics. Hunter et al. (2006) state that:

Colleges and universities have a special interest in, and capacity to contribute to, soft power - - a form that permits win-win situations through inter-cultural borrowings and synthesis and the global extrapolation of the work of non-profit, humanitarian organizations. “Global competence” as a concept is important because it informs the ways in which we encourage and train people to interact with, and open themselves to, other cultures, and to build the relationship capital that makes the exercise of sharp power less likely. (p.5)
Ellingboe (1996) described the process of internationalization of higher education as more comprehensive, saying that it is “an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment (p. 199). Citing research by Ellingboe (1998) and Hanson & Meyerson (1995), Deardorff (2004) states that
“internationalization has been defined as making campuses more internationally-oriented, implemented by a range of actions from integrating various international elements into the curricula to increasing the presence of international faculty and students on campus” (p.4).

Knight (2003) defined internationalization as “the process of integrating an international, intercultural or global dimension into the purpose, functions, or delivery of postsecondary education” (p. 2). Altbach and Knight (2007) later redefined this term to describe internationalization as including “the policies and practices undertaken by academic systems and institutions - and even individuals - to cope with the global academic environment” (p. 290).

Building upon prior research (Altbach, 2004, DeWit, 2002, Knight, 2003, and Van Vught, Van der Wende, & Westerheijden, 2003), Knight (2007), describes the “rationales driving internationalization” of higher education. She identifies four categories: Social/Cultural, Political, Economic, and Academic, and includes notations of where each category falls within the areas of “existing” or “emerging importance” (p.216).

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<th>Table 1</th>
<th>Rationales Driving Internationalization. (Knight, 2009)</th>
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<td>Rationales</td>
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<td>Social/Cultural</td>
<td>National cultural identity</td>
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<td>Enhancement of quality</td>
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<td>International academic standards</td>
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<td>International dimension to research &amp; teaching</td>
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Knight (2007) emphasizes the importance of “having clear, articulated rationales for internationalization” (p. 215), since rationales are the foundation of “policies and programs that are developed and eventually implemented” (p. 215). Institutions must have a clear set of rationales from which to base future policies and objectives in order to more accurately know what outcomes are anticipated. Possessing appropriate rationales for internationalization requires concerted efforts on the part of the institution to understand the roles each party will serve and what responsibilities each will have. Questions must be asked and responses considered in order to develop relevant rationales.

Brandenburg and DeWit (2011) also focus on questioning “why” and on the end results, saying, “We should carefully reconsider our preoccupation with instruments and means and rather invest a lot more time into questions of rationales and outcomes” (p. 16). Braskamp (2009) asserts that educators must ask, “How do we as leaders on a campus internationalize our campus so that its members - students, faculty, and other colleagues - think, have a sense of self identity, and behave in ways that promote, honor, and respect a diverse and pluralistic society? [We need] to ask the question: What are the ‘desired ends’ of a college education in terms of ‘student learning and development’?” (p. 2). Student learning outcomes now must include intercultural/global competencies (Braskamp, 2009; Deardorff, 2006; Deardorff, 2011; Knight, 2007).

Unfortunately, higher education may not be as successful in meeting the “desired ends” of internationalization. Two studies were conducted to examine employers’ expectations for knowledge and skills they needed their employees to possess. One study, by Kedia and Daniel (2003), was conducted nationally; the second, by Olney (2008), was conducted in the greater Tampa, Florida region. In both studies, “employers presented strong evidence that businesses
would like to see changes in the international education and assistance provided by academic institutions” (Olney, 2008, p. 81). The Olney (2008) study found that “businesses believe that community colleges should change with respect to their international skills objectives. There appears to be some indication that businesses want community colleges to improve academic outreach to businesses, particularly small businesses, seeking greater international competence, mandate foreign language training in technical/occupational programs and place more emphasis on learning about other world areas/countries and cultures” (p. 80).

Hudzik (2004) makes the statement that “by numerous measures, American higher education has failed to meet the challenges and opportunities of globalization, and the American public is ill-prepared. The U.S. falls short on virtually all indicators of international knowledge, awareness, and competence” (p. 2). Citing the 2002 National Geographic-Roper poll of geographic knowledge of young adults from nine countries, in which American students finished in a very low 8th place, Hudzik (2004) adds that “in dozens of other reports and studies, Americans reveal a woeful lack of basic knowledge about world affairs and skills in cultural exchange, mobility and languages” (p. 2). Why isn’t this failure gaining more academic attention?

In 2002, de Wit wrote that “[The] internationalization of higher education is still a long way from becoming the regular subject of substantial research-based academic studies” (p. 231). Although more research has been conducted in the past decade, much of the current research on the issues of internationalizing higher education focuses on the positives of teaching global perspectives, of the potential gains to be had from teaching respect for diversity and other cultures, and for learning to move between cultures seamlessly. Little research has been conducted on internationalizing community colleges, and even less has been focused on
students’ out-of-classroom intercultural/global learning. In order to better know the role that
student affairs administrators serve in internationalizing the community college, further research
needs to be conducted.

There is a difference between education and job-specific training which is worth noting -
especially since community colleges are experts at providing education as well as training for
skills needed for specific types of jobs. Concurrently, as many jobs are demanding job-specific
skills, the global market now requires that community college students attending career/technical
programs must also receive an “education.” As discussed earlier, the Olney (2008) study and the
earlier Kedia and Daniel (2003) study both revealed that businesses are seeking employees who
possess global awareness and knowledge beyond the technical skills and abilities. Developing
these global skills is part of the educational process. Education provides the scaffolding for
students to “develop the metacognitive skills to keep pace with changing skill requirements…”
(Carnevale, 2007, p. 24). Metacognition, in very simplistic terms, is “thinking about thinking” or
being aware that you are thinking as you are thinking. Critical skills for tomorrow’s global
marketplace must include this metacognitive ability.

Institutions of higher education can help prepare students to enter “a workforce that
requires inter- and multi-cultural competencies that ensure success in dealing with the serious
social, political, and environmental threats that have come about from the advance of
globalization” (Bremer, 2006, p. 40). Deardorff (2006) makes the case that “one meaningful
outcome of internationalization efforts at postsecondary institutions is the development of
interculturally competent students” (p.241). Meade (2010) advocates for colleges and
universities to provide more specific intercultural competency training. Citing Finger and
Kathoefer (2005), he states that “a primary goal in higher education must be to graduate students
who are better prepared to cope in a globalizing world. Companies are eager to hire students who can articulate intercultural skills, and these companies are increasingly willing to spend money to maintain an interculturally competent workforce. To make their graduates more competitive in the global market, schools should be prepared to devote significant time and resources toward the development of intercultural competence among their students” (p.6).

Community colleges are in a critical position to make a difference. Community colleges provide extensive workforce training and prepare a vast number of students for current and future jobs. Additionally, community colleges increasingly serve as the first two years of a four-year degree, and as such have a responsibility to help shape the minds of these students in addition to providing education and training. Citing Raby (2006), Dellow (2007) observes that “the semesters our students spend with us may be the only higher education experience they will have. Consequently, it is critical to help students who do not travel abroad understand the need for greater global skills and create opportunities to develop those skills” (p. 43) “Diversity in higher education creates a unique learning environment by providing interactions with individuals of different races, cultures, and values” (Pascarella, Palmer, Moye, & Pierson, 2001).

This section of the review of the literature has established the need for college students to achieve at least some minimum levels of intercultural or global competency. The next section will discuss what issues community colleges face in internationalizing the college.

**Community College Challenges with Internationalization**

Community colleges, responsible for teaching more than one-half of our nation’s post-secondary students (Mellow & Heelan, 2008), play a noteworthy role in educating and training our nation’s future global workers. There is agreement that college graduates should be prepared to make contributions to their communities, both locally and globally, and to understand the
interconnectedness of individuals and nations in our global world. (Green, 2007) found that “businesses believe that community colleges should change with respect to their international skills objectives. There appears to be some indication that businesses want community colleges to improve academic outreach to businesses, particularly small businesses, seeking greater international competence, mandate foreign language training in technical/occupational programs and place more emphasis on learning about other world areas/countries and cultures” (p. 80).

Community colleges are essential to higher education in America. According to Mellow & Heelan (2008):

The community college is the only distinctively American form of higher education. It is uniquely American in its ideals, welcoming anyone with a high school diploma or a high school equivalency certificate (such as the GED credential). It is committed to trying to create success for all manner of students who enter its doors, with systems of developmental education for students who have a high school diploma in name but who do not have high school-level skills, and with multiple levels of job skills development programs. (p. 10)

With open-door admissions policies and a correspondingly diverse student population, it would be hard to imagine that community colleges are not fully embracing and incorporating internationalization. Yet, community colleges have special challenges with internationalization. Despite community colleges’ attempts to internationalize, many institutions still are unable to infuse international education across their colleges (Green & Siaya, 2005; Romano, 2002; Valeau & Raby, 2007). Siaya and Hayward (2001) state that, “in the past, most colleges and universities have been slow to respond to the effects of globalization and to incorporate foreign
languages and international education as a critical part of their expectations for undergraduate learning. The public, in contrast, appears to have different expectations” (abstract).

The imperative for internationalizing the community/state college is clear, and the need for community college students to be globally ready is crucial. “Global awareness at a time when China has the most English speakers in the world is beyond a mandate – it’s a basic skill” (Mellow & Heelan, 2008, p. 149). Hudzik (2004) declared that “a diverse world culture and an interdependent global system impact everyone, not just those engaged in international activity” (p. 1). Over the most recent decades, experts have touted the importance of community college students having opportunities to develop these global skills. In 1994 the American Council on International Intercultural Education (ACIIE) and the Stanley Foundation co-produced a report, *Building the Global Community: The Next Step*, which specifically identified the urgency for community colleges to provide more globally competent graduates, stating “to ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry” (preface).

Challenges to internationalizing the community/state college are not to be misconstrued; they are significant. There are multiple challenges, both internal and external, which may affect mission. There are federal, state, and sometimes local regulations which must be followed, local political issues which must be addressed. Citing Levin (2002), Olney (2008) writes, “community colleges have been subjected to transformational forces that have caused rapid changes and alterations in curriculum content and methods in an attempt to meet the accelerating changes demanded by students, businesses and the public and in response to rapid information growth” (p. 4). These swift changes in programs, courses, and institutional processes - often required by
local businesses in order to keep ahead of global changes - can create stress and wreak havoc on community college faculty, staff, and institutional infrastructures.

Funding for public community colleges is significantly less than for public universities and schools in the K-12 systems nationwide. According to Meelow & Heelan (2008), the 2002 average state expenditures for a full-time-equivalent (FTE) student in the elementary and secondary schools was $7,380. The same average for two-year community colleges was $6,208 per FTE (p.32). Looking at this from another lens, in 2004 the national expenditures for public four-year institutions was nearly $125 billion, but those of the public two-year community colleges was only 20% of this figure, for a total expenditure of just under $24.5 billion (Annual Almanac of Higher Education, 2005).

Students in community/state colleges may be different than the traditional college student attending universities. Community college students are career and job focused; participating in events that are not seen as directly contributing to their educational and/or career goals may be viewed as a waste of time that could be more productively focused elsewhere. Many community college students work full time jobs while attending school, and their work responsibilities constrain students’ ability to actively participate in campus life outside of the class room (Green, 2011). Many community college students opt for online learning in order to reduce the amount of time spent traveling to and from the campus, additionally limiting opportunities for these students to participate in out-of-classroom college-sponsored activities.

To narrow this review of the literature, research focused on the state of Florida, a diverse state with a strong post-secondary educational system. Approximately 65% of Florida’s high school graduates pursue postsecondary education or training at one of the FCS institutions. “Additionally, 82% of freshman and sophomore minority students in public higher education
attend one of Florida’s 28 colleges” (Hanna, Chancellor of the Florida College System, 2012). The Florida College System (FCS) is made up of 28 colleges. A total of 903,846 (unduplicated headcount) students attended an FCS College during the academic year 2010-2011.

Demographics for these students show that, of those students who were degree- or certificate-seeking, 39% were full-time, whereas 61% attended on a part-time basis; 59% were female and 41% male; the average age of these students was 26-years-old; and minority enrollment was 46% (Florida College System Annual Report, 2012, p.5). Additionally, according to a recent Florida Department of Education report, approximately 67% of the students attending a FCS institution receive some type of financial aid. Financial aid, for the purposes of this report, was considered to consist of federal Title IV aid, including Pell, FSEOG, and student loans, state grants, or institutional grants.

These are the concerning statistics and demographics of Florida community colleges: faced with an open-door policy, underfunded when compared with their K-12 and university counterparts; student body demographics which would indicate wide diversity in age groups, racial and ethnic backgrounds, and finances; more part-time students than full-time students; and two-thirds of the student body receiving some form of financial aid. Add to this mixture programs such as the Completion Agenda and Dream Act, requirements of grants such as the TRIO, and federal, state, and institutional regulations, and it is a wonder that community colleges - operating with less staff than their K-12 and university partners due to lower funding - can accomplish the requirements, let alone focus on internationalizing the college. Yet, little else can be as important as insuring that students attending the community college gain the intercultural/global competency skills they will surely need for the future. Community Colleges need to ensure that they are providing students with global awareness, global skills training, and
opportunities to gain intercultural perspectives so students have the foundation for keeping up with the changes of the global market. As Romano & Dellow (2006) state, “the kinds of jobs that are most susceptible to offshoring include many jobs that community colleges target for their technical/vocational graduates” (p.15).

Colleges also need to insure that students gain global skills as a means of improving relationships between peoples, cultures, and nations. Boggs and Irwin (2007), quote Eduardo Padrón, president of Miami-Dade College in Florida as stating, “International education must be a high priority. The world is populated by far too much misunderstanding, hatred, and violence. Education demands that the learner clarify his or her attitudes and perceptions, replacing fixed notions with genuine openness. This is the bounty offered by higher education, the potential to transcend the narrow ideas that set people against one another” (p. 26). Community colleges have a responsibility to insure that students are taught the requisite skills so they can compete – and work as good global citizens - throughout the global community. Spaulding, Mauch, and Lin (2001) point out that, in today’s global world:

There is a clear interdependence of people, of media, of national security, and of economic interests among nations. Accordingly, universities and colleges are confronted with the need to internationalize for the purpose of producing globally competent citizens. This citizen must be empowered by experience, be committed to lifelong learning, and be aware of cultural diversity. They must recognize global interdependence, be capable of working in various environments, and accept responsibility for world citizenship. (p. 190)

Deardorff (2006) states that, “given the small percentage of American college students who travel overseas, it is crucial for institutions to maximize the curricular and co-curricular resources
available on every campus…” (p. 71). Citing Martin and Nakayama (2004), Emert and Pearson (2007) noted that in order “to foster global literacy in students, community colleges need to create intercultural learning opportunities that promote development of culturally appropriate knowledge, skills, and attitudes in and outside the classroom” (p. 67).

In 2001, the American Council on Education (ACE) conducted a nationwide survey of two- and four-year institutions, including their students and faculty. Green (2007) writes that “they created an essential empirical foundation for a national dialogue on internationalization . . . The study looked at seven dimensions of internationalization: stated institutional commitment, academic requirements, organizational structure, funding, communication structure, faculty opportunities, and student opportunities” (p. 16-17). What appears not to have been included in this study was the role of Student Affairs.

**Student Affairs**

As education has changed, so Student Affairs has changed with the needs of its students and institutions. Student Affairs as a whole has gravitated towards incorporating the concepts of internationalization. In 2009, for example, the National Academic Advising Association (NACADA) added a global perspective to its name, officially becoming “The National Academic Advising Association (NACADA): The Global Community for Academic Advising” (NACADA, 2009, Annual Report). The division of Student Affairs is multifaceted with myriad duties with continual modifications (Shutt et al., 2012) “There are campus units whose historical role has included attempting to influence the social climate and interaction students’ experience. These units are collectively termed ‘student affairs’” (Franklin-Craft, 2010, p.2). Those areas of the college which make up student affairs in community colleges most often include admissions and student records, academic advising, athletics, careers and testing, counseling, disabilities
services, equity and multicultural affairs, financial aid, recruitment and retention activities, student activities/student life, and student conduct.

Student affairs professionals are situated within institutions for the purpose of offering a broad spectrum of support and professional information to assist the student with personal and educational growth and development. Due to the opportunity for frequent formal and informal interactions with students, student affairs professionals are afforded the opportunity to actively and intentionally contribute to the development of our students and to develop a campus environment that feels warm, welcoming, and supportive for students (Braskamp, 2011; Castellanos et al., 2007; Franklin-Craft, 2010; Pope, Mueller, & Reynolds, 2009).

In addition to class lectures, class lessons, and class discussions which provide students with global/intercultural knowledge and skills, the interactions students have with student affairs professionals outside of the classroom must offer a variety of means for learning and strengthening intercultural skills. Helping students to understand experiences and to view these experiences as they occur is a part of the educational process. Citing psychologist George Kelly (1963), Bennett and Salonen (2007) assert that:

Learning from experience requires more than being in the vicinity of events when they occur. Learning emerges from our capacity to construe those events and then to reconstrue them in transformative ways. On today’s culturally complicated campuses, individuals are indeed in the presence of intercultural events, but more often than not, they are having an ethnocentric experience that they may be ill prepared to construe” (p. 46).

Burton (2012) acknowledges that helping students develop intercultural awareness is not easy. She writes that, “intercultural knowledge can be a difficult skill to teach many undergraduates. It is the act of drawing them out into something larger and not just infusing
something into them. Many students are aware of cultural differences, but they do not experience cultural difference. They tend to view other cultures through a lens in which other cultures are inferior to their own” (p.33). This process is made even more difficult within the community college where students generally complete shorter programs of study. Guiding students to understand, process, and integrate intercultural knowledge and to develop interculturally competent skills requires a combination of experiences both inside and outside of the classroom. “Students’ interactions with student affairs personnel should provide opportunities for students to reinforce their global citizenship, since many opportunities to practice such citizenship are provided in the co-curricular (e.g., service learning, leadership development, negotiation of differences). As such, student affairs personnel need to be able to demonstrate their own global competencies.” (Bresciani, 2008, p. 906). Baxter Magolda (2009) writes that the foundation for “six holistic research programs (and of many cognitive and social identity theories) is a gradual emergence of an internal voice to coordinate external influence and manage one’s life. Before the cultivation of this internal voice, one’s personal voice is an echo of the voice of external authority” (p. 628).

Student affairs professionals are viewed within the college setting as presenting this “voice of external authority,” providing valuable out-of-class knowledge and support for learning. Therefore, the ability to work with diverse student populations is one of the most serious needs; however, research in this area is limited and as a result, college student affairs educational programs often overlook teaching these critical skills needed for successful student affairs practice (Bresciani, 2008; Deardorff. 2004; Franklin-Craft, 2010; Martin, 2005). “Student affairs could potentially play a vital role in the internationalization of colleges and universities, but the extent to which international issues are included in the preparation of future student
affairs administrators has remained relatively unknown” (Schultz, Lee, Cantwell, McClellan, & Woodard, 2007, p. 610).

**Student Affairs Administrators**

The effects of globalization on community colleges have been positive and negative, invigorating and stressful. Olney (2008) states that “administratively, the effects have been instrumental in increasing worldwide competition between educational institutions, ushering in increased needs for economizing and a more business-like approach to college affairs, increased accountability, an increased need to internationalize the campus, an increase in the potential student base and a decrease in insularity within the college community” (p. 14). While many of the challenges of internationalizing the community/state college stand firmly on the shoulders of academicians, the division of student affairs faces these challenges and opportunities as well. Student affairs administrators are paramount to the success of the nation’s community colleges. Their responsibilities and roles are essential in providing leadership for community colleges. Wallin (2009) makes the strong statement that “nothing is more important to the success of community colleges than quality of leadership. It influences student outcomes, faculty success, and financial stability at all levels of the institution” (p. 31). Boggs (2003) confirms that “effective community college leadership is critical to meeting the societal needs of the twenty-first century” (p. 17). However, Dungy (1999) asserted that serious research in the field of community college student affairs has been minimal. Researchers are just beginning to delve into the field of student affairs leadership with little research on this topic. Cohen and Brawer (2003), assert that little accord has been attained on the specific role of student services (p. 198). Even less academic research has been conducted on the role of the student affairs administrator.
With this scarcity of research, little is known about the role of student affairs administrators in internationalizing the community college. “The internationalization of student affairs administration is a late-twentieth century expansion of the educational role of student affairs” (Ping, 1999, p. 13). The history of what has become recognized as “student affairs” has been a fairly recent occurrence. Initiated when academic deans and faculty wished to separate themselves and their work from advising, counseling, and disciplining students, the position of “dean of students” evolved (Rodkin, 2011; Ping, 1999; Thelin, 2003). The roles and responsibilities of student affairs in American colleges have continued to evolve. “Deans of students were active participants in the educational mission, charged first with campus discipline as an extension of the office of the president, then later with overcoming the damaging separation of nineteenth-century student life from the educational enterprise of the campus” (Ping, 1999, p.13). Despite changes to the responsibilities and roles of the student affairs division over recent years, the obligation to carefully aid students with development of the “whole person” remains central to the mission (Braskamp, 2011; Castellanos, et al., 2007; Ping, 1999). “The expanded challenges of the charge of wholeness to student affairs is to seek to educate the whole person to recognize, understand, and accept differences; to extend a global reality of cultural interaction into student organizations and activities; and to make the formal structures of course and degree programs and the pattern of campus life a compatible and reinforcing whole” (Ping, 1999, p. 15).

Student affairs administrators are expected to be knowledgeable, capable, and trustworthy; to possess integrity, to be capable of resolving issues and conflicts; to possess effective communication skills; and to be proactive in piloting their institutions to better serve students and to prepare them for continued success in a global world. Student affairs
administrators in community colleges are in a position to influence the out-of-class experiences and student learning outcomes of students, as well as to provide oversight and direction to their staff. Those directly serving students have a strong influence on them; however, in most institutions of higher education the overall “tone” is set by administrators.

Student affairs administrators must possess multiple levels of knowledge, skills, and abilities. Birnbaum (1998) asserts that ”the role of the balanced administrator is not to achieve the greatest degree of control and influence for administrative processes but rather to ensure that at least the minimal levels of structure, information flow, and decision-making capability are sustained” (p. 226). Student affairs administrators are responsible for providing information, direction, focus, structure, and leadership to their constituents. One of the most critical aspects of good leadership is that of being aware of the “culture” of the institution or organization (Birnbaum, 1998; Bolman & Deal, 2008; Kouzes and Posner, 2007). Along with awareness of the institution and its culture comes the leaders’ knowledge and perceptions of their roles within the institution. Lack of awareness of the role one serves may lead to a lack of appropriate action or the wrong type of action when required. Conversely, careful attention to the institution, its culture and its diverse missions, and to one’s own reactions to institutional issues, can prepare student affairs administrators for the insight required to successfully guide the college. Kouzes and Posner (2007) identify five practices of exemplary leadership: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart (p. 14). Each practice is critical and should be held in conjunction with the others.

Kouzes and Posner (2007) assert that “leadership is not about personality; it’s about behavior” (p.15) and that “people expect their leaders to speak out on matters of values and conscience. But to speak out you have to know what to speak out about…To earn and sustain
personal credibility you must first be able to clearly articulate deeply held beliefs” (p. 47).

Kouzes and Posner argue the need for leaders who are credible, stating that “credibility is the foundation of leadership” (p.27). They further posit a “first law of leadership,” which is “if you don’t believe the messenger, you won’t believe the message” (p. 47). Student affairs administrators must be believable in order for staff, students, and other administrators to hear and believe the messages they deliver.

Kouzes and Posner (2007) also identify four core characteristics that “people look for and admire in leaders.” These traits include honesty, forward-thinking, inspiration, and competency (p.29). These four traits appear to be constant across cultures, including American, Asian, European, and Hispanic cultures, establishing themselves as global/intercultural leadership skills.

In his book, Blink, author Gladwell (2005) discusses cognitive awareness, examining “how we think without thinking, about choices that seem to be made in an instant – in the blink of an eye – that actually aren’t as simple as they seem” (cover page). Gladwell states that, “spontaneity isn’t random…how good people’s decisions are under the fast-moving, high-stress conditions of rapid cognition is a functioning of training and rules and rehearsal” (p. 114).

The National Association of Student Personnel Administrators (NASPA) has identified what they consider to be the competencies required for leadership in Student Affairs. They then categorize these competencies into levels of “basic”, “intermediate,” and “advanced.” NASPA (2012) states that the “leadership competency area addresses the knowledge, skills, and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies
and issues” (NASPA website, 2012). According to their “basic” leadership competencies, one should be able to:

- Describe how one's personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader.
- Identify one's strengths and weaknesses as a leader and seek opportunities to develop one's leadership skills.
- Identify various constructs of leadership and leadership styles that include but are not limited to symbolic, expert, relational, and inspirational.
- Identify basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice.
- Understand campus cultures (e.g., academic cultures, student cultures) and collaborative relationships, applying that understanding to one's work.
- Articulate the vision and mission of the primary work unit, the division, and the institution.
- Explain the values and processes that lead to organizational improvement;
- Identify institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, nature of power, policies, goals, agendas and resource allocation processes) and how they influence others to act in the organization.
- Think critically and creatively, and imagine possibilities for solutions that do not currently exist or are not apparent.
- Explain the effect of decisions on diverse groups of people, other units, and sustainable practices.
- Articulate the logic used in making decisions to all interested parties.
• Exhibit informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world.

• Identify and introduce conversations on potential issues and developing trends into appropriate venues such as staff meetings.

What is the role that student affairs administrators have in internationalizing the community/state college? “The implications of the globalization of higher education include the need to think differently about the language and cultural practices used in student affairs work” (Walbert et al., 2010, p. 9). To serve as exemplary leaders, we must ask the questions. Research has underscored the importance of student affairs administrators taking a leadership role in this effort. Many researchers have identified specific competencies or skill sets needed for good global leadership. A research study of community college leadership conducted by the American Association of Community Colleges (2005) identified six competencies for good leadership. These competencies include communication, organizational strategy, collaboration, community college advocacy, resource management, and professionalism. Each competency was further delineated by specific individual skills. It is important to note that the competency identified as “collaboration” includes “the ability to demonstrate cultural competencies in a global society.”

Community/state colleges are essential to higher education in America. Through the diversified community college mission, community colleges handle multiple roles in training and educating America’s students, as well as those from many other countries. The community college mission is always changing, keeping current with local and regional needs, as well as legislative mandates. Community colleges face many challenges to their existence and to the services they provide to their students. Student affairs leadership has a critical role in the future success of community colleges. Globalization is here; internationalization of the community
colleges is imperative. It is important to study student affairs administrators’ attitudes regarding these topics and to learn more about the role that student affairs administrators have in internationalizing the community college. Our future, and that of our students, may depend upon these decisions.

**Summary**

Globalization is here; it has changed our world. While not a new phenomenon, globalization is impacting our daily lives due to the rapid changes in technology, the economy, and sharing of information. The Internet and associated technologies have made information (accurate or not) and knowledge more readily available and essentially have erased borders that once prevented movement of knowledge and power. Writing in 2007, Raby expresses that “globalization serves as the impetus for sociopolitical and economic change. As a dynamic force, globalization perpetuates a borderless world where practices and ideas are shared across space and time aided by technology, mobility, communication, socioeconomic relationships, and environmental interdependence” (p. 21).

Internationalization often is defined as being higher education’s response to globalization. Institutions of higher education continually must monitor and evaluate their awareness and knowledge of globalization in order to adequately prepare students for future jobs and careers. As Friedman (2005) has stated, we must prepare students for jobs that haven’t yet been created.

Community colleges, serving more than half of students who attend college (Green, 2007; Mellow & Heelan, 2008), must prepare these students for the employment needs of the global workforce. Businesses are seeking employees with tangible skills as well as soft skills. Soft skills may include language fluency, intercultural awareness and understanding, critical
thinking, communication, and teamwork skills. The demographics of community college students (many work, have children, attend college part time, live off campus) and brevity of community college programs (many can be completed within one year) exacerbate the difficulty of providing solid global/intercultural skills to these students.

While the focus of internationalization predominantly has been on academics, student affairs has a strong role to play in internationalizing the community college. Interactions students have with student affairs professionals can help to develop the “whole person” (Braskamp, 2011; Castellanos et al., 2007; Ping, 1999) and serve as an example and support scaffolding for out-of-class student learning. Little research has been conducted in the area of student affairs and internationalization efforts; less has been conducted within community colleges. No other research has been located which examines the question of the self-perceived role of student affairs administrators in internationalizing the community college.

This study will seek to shed light on the topic of the role of student affairs in internationalizing the community college. Specifically, it will study student affairs administrators in public community/state colleges in the Florida College System (FCS). It is anticipated that this new knowledge may help (1) to identify the roles served – or which should be served – by student affairs administrators in the FCS; and (2) to encourage positive attention on the area of internationalization in community colleges.
CHAPTER THREE

METHOD

Introduction

This chapter imparts the research design, sample, sampling procedures, variables of interest, instrument with its development and measures, data collection procedures, treatment of missing data, data analysis procedures, and protection of human subject/ethics issues as appropriate for this study. This research study was designed to address the following questions:

1. What are the attitudes of student affairs administrators within the Florida College System (FCS) about globalization?

2. What are the attitudes of student affairs administrators on the need for their colleges to become more internationalized?

3. What is the relationship between FCS student affairs administrators’ attitudes relative to globalization, internationalization, and their perceived role of student affairs administrators in internationalizing the community college?

4. What is the relationship between attitudes about the perceived role of student affairs administrators in internationalizing the community college and the following key demographic variables?

   • age
   • gender
   • multiple language skills
   • student exchange experience (host family, for instance)
• job responsibilities
• years of experience in higher education
• highest degree earned

**Research Design**

This study incorporated mixed methods design, including one open-ended question, and used descriptive statistics. The study employed both a quantitative, correlational (regression) analysis as well as analysis of variance (ANOVA). Gall, Gall & Borg (2007) define ANOVA as being a “procedure for determining whether the difference between the mean scores of two or more groups on a dependent variable is statistically significant” (p.632). ANOVAs are used to test the null hypothesis that three or more means are drawn from the same population. A specially devised survey instrument was used to acquire research data. The population for this study was student affairs administrators at public community/state colleges in the State of Florida, United States.

Descriptive statistics “involve tabulating, depicting, and describing sets of data. These sets may be either quantitative, such as measures of height or test scores (characteristics that are continuous – differences are in degree, not kind) or the data may represent qualitative or categorical characteristics, such as sex, college major, or personality type” (Glass & Hopkins, 1996, p.2). In order for data to be meaningful, it must be “organized and summarized” (Glass & Hopkins, 1996, p. 2). Descriptive research, when utilized in quantitative research, has been defined as “a type of investigation that measures the characteristics of a sample or population on pre-specified variables” (Gall et al., 2007). Variables of interest were pre-specified and were selected for additional study using descriptive statistics. Descriptive statistics have been defined
as “mathematical techniques for organizing, summarizing, and displaying a set of numerical data” (Gall et al., 2007, p. 638).

According to Gall et al. (2007), quantitative research involves “inquiry that is grounded in the assumption that features of the social environment constitute an objective reality that is relatively constant across time and settings. The dominant methodology is to describe and explain features of this reality by collecting numerical data on observable behaviors of samples and by subjecting these data to statistical analysis” (p. 650). Gall et al. (2007) define correlational research as being those “studies in which the purpose is to discover relationships between variables through the use of correlational statistics. Correlational statistics also are used extensively in test construction and analysis…” (p. 332). “Measures of correlation are used to describe the relationship between two variables…Two variables are correlated if high scores on one variable tends to ‘go together’ with high scores on the second variable” (Glass & Hopkins, 1996, p. 103).

A survey instrument was developed to collect and codify information about how student affairs administrators’ attitudes about globalization, their perceptions about the need for campuses to internationalize, and their own role in the internationalization of their campuses. The population targeted for this study was student affairs administrators in the 28 community colleges in the Florida College System. The new student affairs administrator survey instrument devised for this research study primarily was based upon a recent survey instrument developed to “investigate the attitudes of community college general education faculty members regarding their perceptions of the importance of internationalizing the general education curriculum and to what extent those perceptions are related to their attitudes toward globalization” (Clark, 2013, p. 68). The new student affairs survey removed specific inquiries related to the general education
curriculum and institutional/administrative support. New survey questions were designed to assess student affairs administrators’ perceptions regarding their role in internationalizing their community college.

The new student affairs administrator survey instrument incorporated questions (with relevant approvals; see Appendices A, B, and C) from three other community college questionnaires (Clark, 2013; Genelin, 2005; O'Connor, 2009). The questions in Section III (Student Affairs Administrators’ Role in Internationalization) of the new survey pertaining to student affairs administrators’ roles in internationalizing the community college are new. Some other questions within the remaining sections were specially written or modified to address the current survey interest.

Clark (2013) utilized Question Understanding Aid (QUAID) to assess the clarity of the questions incorporated from two previous surveys and to measure the clearness of her newly devised questions. QUAID was used by the current researcher to evaluate the clarity of newly added questions. Developed by University of Memphis researchers, “QUAID (question-understanding aid) is a software tool that assists survey methodologists, social scientists, and designers of questionnaires in improving the wording, syntax, and semantics of questions. The tool identifies potential problems that respondents might have in comprehending the meaning of questions on questionnaires” (Graesser, K. Wiemer-Hastings, Kreuz, and P. Wiemer-Hastings 2000, p. 254).

The revised survey was reviewed with students in a student affairs master’s degree class. The professor of this class requested that the survey be shared with the class since the subject was thought to be important for the study of student affairs. Feedback obtained from the students then was reviewed and utilized to consider any possible revisions to the survey. Feedback
provided included items as the typical length of time needed to complete the survey, clarity of the questions, and completeness of the questions asked. Questions 3 and 4 in the Globalization section were previously combined for the Clark study but were separated for the current study; feedback received pertaining to these questions was positive, so these questions remained separate. Students in the class felt that these questions addressed two individual topics: that of working with people from another culture or another country.

**Population and Sampling Procedures**

The population for this research study was student affairs administrators employed in the 28 public community/state colleges in the Florida College System (FCS). Although variance in factors such as age, gender, job responsibilities, length of experience, and education occurred, all survey participants were employed in roles that served as student affairs administrators at one of Florida’s public community/state colleges. Names and titles of potential participants were sought from the appropriate vice presidents who serve as the chief student affairs officer for each of the state’s 28 FCS institutions. In addition, relevant job titles for student affairs administrators can vary so a comprehensive search was made of each college’s website for appropriate job titles and individuals. In general, jobs responsible for supervision of a college’s student affairs’ department (such as admissions, advising, or financial aid) or of the student affairs office on a campus (such as dean or assistant dean of student affairs) were included in this study.

Permission to administer this research survey was sought from all 28 FCS colleges, with 25 schools agreeing to allow participation of their student affairs administrators. An e-mail distribution list was developed for each college, and blind copy emails were sent to the student affairs administrators at each institution.
Variables of Interest

The dependent variables in this study were: a) attitudes toward globalization (Globalization); b) attitudes about the importance of internationalizing the community college (Internationalization); c) role of student affairs administrators in internationalizing the community college (Role). The primary independent variables were:

- international travel experience
- multiple language skills
- student exchange experience (host family, for instance)
- job responsibilities
- years of experience in higher education

Other potential independent variables captured by the survey such as gender, location of institution where employed, and highest degree earned do not have any immediate theoretical relevance for this study. Other potential independent variables captured by the survey such as age were considered as likely to be related to variables under this study such as the number of years of experience (age). The variable of Internationalization was used as an independent variable for a regression analysis with Globalization and a separate regression analysis with Role as the dependent variable. These analyses will be examined below.

The variables of Globalization, Internationalization and Role were measured by the use of composite mean scores. To obtain the composite score, the item responses within each section were totaled. Correlations between the composite and each item from which it was derived were computed. An item with a low correlation with its composite may have been removed from that factor’s score. As a check on the reliability of the composites Cronbach’s alpha coefficients were computed for each of the composite mean scores and are presented in the tables below.
Cronbach’s alpha coefficient has been defined as being “a measure of the internal consistency of a test containing items that are not scored dichotomously, based upon the extent to which test-takers who answer a given test item one way respond to other items in a similar way” (Gall et al., 2007, p. 637). There was very good reliability for all the composites in this survey and these are individually reported in Table 2.

<table>
<thead>
<tr>
<th>Reliability of Research Composites Using Cronbach’s Alpha</th>
<th>Cronbach’s Alpha</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability of Globalization Composites</td>
<td>.892</td>
<td>7</td>
</tr>
<tr>
<td>Reliability of Internationalization Composites</td>
<td>.877</td>
<td>9</td>
</tr>
<tr>
<td>Reliability of Role</td>
<td>.888</td>
<td>7</td>
</tr>
</tbody>
</table>

The items from which each of the composite mean scores were computed are listed in the following table. The items were similarly grouped and identified in the survey instrument.

<table>
<thead>
<tr>
<th>Subscale Survey Items and Research Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subscale</td>
</tr>
<tr>
<td>----------</td>
</tr>
</tbody>
</table>
| Research Question 1: Attitudes Toward Globalization (“Globalization”) | 1. Overall, I think globalization is a good thing for the United States economy.  
2. Overall, I think globalization is a good thing for me.  
3. A global economy will require workers in my community to have the ability to work with people from other cultures.  
4. A global economy will require workers in my community to have the ability to work with people from other countries.  
5. A global economy will require workers in my community to have the ability to respond to a changing job market by reinventing themselves.  
6. Globalization will require major changes in how we educate our students.  
7. Overall, globalization is something we must accept, and we must find ways to successfully respond to the challenges it will create. |
| Research Question 2: Importance of Internationalization of Community College (“Internationalization”) | 8. My college should have a plan designed to increase international/global understanding among students.  
9. “Multicultural affairs” at my college should include a broad international/global definition of diversity (to include language, customs, ethnicity, etc.)  
10. My college should encourage students to take more foreign language courses.  
11. International exchange opportunities should be available to faculty and staff at my college.  
12. My college would benefit from having a collaborative relationship with an institution in another country.  
13. All associate degree students at my college should be required to complete at least one general education course with an international/global focus.  
14. My college create a campus-wide task force to examine how the college can better prepare students for a global economy.  
15. My college should actively recruit students from other countries.  
16. My college should encourage faculty to provide study abroad opportunities for students to travel/study in other countries. |
Table 3 (Continued)

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Items</th>
</tr>
</thead>
</table>
| Research Question 3: Role of Student Affairs Administrators in Internationalizing Community College (“Role”) | 17. Student affairs administrators should play a significant role in helping to create more opportunities for students to understand how globalism will impact their lives.  
18. Student affairs administrators should play a significant role in helping the campus celebrate the growing diversity of ethnicities, religions and cultures on campus.  
19. Student affairs administrators should play a significant role in encouraging and/or creating more student activities for international students (i.e., international students’ clubs, international days or specialized orientations, etc.).  
20. Student affairs administrators should serve a significant role in the development of college policies governing cultural/ethnic acceptance.  
21. Student affairs administrators should serve a significant role in assisting students from other countries to learn about U.S. higher education practices and procedures (i.e., plagiarism, academic integrity, and classroom etiquette attribution in writing).  
22. Student affairs administrators should find ways to work with all areas of the college campus to create a more global perspective for students.  
23. Student affairs administrators should insure training so that staff have skills to work effectively with a diverse student population. |

Some additional refinement of the independent variables also was necessary. For example, the responses to the “Other” category on the question of job responsibilities needed to be reviewed for reclassification. Based upon the limited population and number of responses possible within each job category, compression of the job categories was then conducted. Positions were classified as being in one of three categorical administrative levels, each with increasingly higher levels of responsibility. This same general procedure of review, reclassification, and compression was followed for each of the other independent variables as needed.

**Instrument and Measures**

The questionnaire “Attitudes Toward Globalization and the Role of Student Affairs Administrators in Internationalization of Community Colleges” (see Appendix D) was the survey instrument utilized for this study. This survey was crafted from three previous survey instruments by Dr. Nancy Genelin (2005), Dr. Gavin C. O’Connor (2009), and Dr. Bonnie Clark (2013). Each of these surveys focused on globalization and faculty perceptions of internationalizing the general education curriculum within the community college. The newly
written instrument focused on respondents’ attitudes about the role of student affairs administrators in internationalizing the community college as a whole. The initial section (Globalization) of the Clark survey instrument and the demographic section remained similar, but Section II (Internationalization) was revised to attend more to the issues related to student affairs. One section of the Clark survey related to faculty perceptions of “Administrative Support” was removed. A new section, “Student Affairs Administrators’ Role in Internationalization,” and an open ended question, “In what other ways do you see that student affairs administrators should be involved in internationalizing our college campuses?” were added.

The survey instrument is divided into four separate sections, with one open-ended question. The first three sections utilize the Likert scale, with the following rankings: “Strongly Agree,” “Agree,” “Neither Agree Nor Disagree,” “Disagree,” and “Strongly Disagree.” For ranking purposes, responses have been numerically identified as follows: "Strongly Agree" responses were ranked as a score of 5; “Agree” responses were ranked as 4; "Neither Agree Nor Disagree" responses were ranked as 3; likewise, responses of "Disagree" were ranked as a 2; and those marked as "Strongly Disagree" have been ranked as 1. The fourth and final section collected participants’ demographic information.

Data Collection Procedures

Data collection procedures for this study occurred as follows:

1. Request was submitted to the University of South Florida’s Institutional Review Board (IRB), and approval was received to collect dissertation data (Appendix E). Prior to submitting the IRB application, the researcher had completed both the Collaborative
Institutional Training Initiative (CITI) in 2009 and the CITI refresher course in March, 2013. A copy of the refresher course certificate of completion is included in Appendix J.

2. Recruitment mails were sent to potential participants, providing details of the study and requesting participation (Appendix F). Emails included the letter of consent (Appendix G) which contained a link to the survey via Survey Monkey. Participants were advised in the emails that, by clicking on the link to the survey and beginning the questionnaire, they were agreeing with the statements in the letter of consent. Concerted effort was made to initiate the study during early summer, which is the portion of the academic year when student affairs administrators generally have more available time to participate. Delays in some key IRB approvals pushed back survey administration by several weeks; however, the survey was completed and the survey site closed before the peak of student affairs administrators’ work schedules.

3. One week after the initial email was sent, a follow-up email (Appendix H) was sent, thanking respondents who already had completed and submitted the survey, and requesting completion of the survey instrument from potential participants who had not yet done so. This email also included the letter of consent which contained a link to the survey via Survey Monkey.

4. Final follow-up emails (Appendix I) were sent at the 3-week benchmark to thank respondents who already had completed the survey and to request participation from those individuals who had not yet completed the survey. This email also included the letter of consent which contained the link to the survey via Survey Monkey.

5. Submitted surveys were reviewed to determine whether any incomplete surveys should be excluded from the statistical analysis (i.e.; surveys missing certain critical
demographic sections but containing all other elements were not used, but a survey missing only one response in a less critical variable, such as “gender” or “age” was included).

6. Completed survey responses were exported from the online Survey Monkey into a spreadsheet for clarity and ease of review. The data then was exported to a statistical software program, SPSS, for further analysis.

Treatment of Missing Data

Through use of the online survey tool, Survey Monkey, it is possible to restrict forward movement through the survey until current responses have been completed; making it less likely that a participant would accidentally skip one question and encouraging respondents to provide answers to all of the questions. However, the researcher chose not to force completion of each question. Consequently, incomplete data was treated in the following manner:

- If respondents’ surveys were missing any items needed for the composites, then their survey responses were not included in the analysis for that composite.
- Surveys submitted with all or some of the items answered in the first, second, and third sections but without demographic information provided (Section IV) were eliminated from data analysis.

Data Analysis Procedures

Data from the surveys were analyzed using SPSS data analytic software. The data were analyzed using descriptive statistics, and the means and standard deviations of the dependent variables were calculated and are reported in Chapter Four. Frequency distributions are provided for survey responses in Tables 7 through 9 in Chapter Four. Analysis of Variance (ANOVAs) were conducted with the key independent variables and are reported as follows:
a. **International travel experience** was measured by Question 33 in Section 4 of the survey: What international experience (travel/study) outside of the United States have you had?

b. **Multiple language skills** was measured by Question 34 in Section 4 of the survey: Do you speak a language other than English?

c. **Student exchange experience** (host family, for instance) was measured by Question 36 in Section 4 of the survey: Please indicate what experience you have had with international student exchange programs.

d. **Job responsibilities** was measured by Question 29 in Section 4 of the survey: Please select from the drop-down box the job title which most closely defines your job at your institution.

e. **Years of experience in higher education** was measured by Questions 26 and 27 in Section 4 of the survey: How many years have you worked at a community college in an administrative/leadership position; and: How many years have you worked in other higher education settings?

ANOVAs also were conducted for the following potential independent variables as listed below to glean whether any of these were stronger variables:

f. **Gender** was measured by Question 24 in Section 4 of the survey: What is your gender?

g. **Location of institution where employed** was measured by Question 30 in Section 4 of the survey: How would you describe your primary work location (i.e., a which type of campus do you spend the majority of your work day)?

- Urban (city with a population of 200,000 or more)
• Suburban (located just outside a large city of 200,000 or more)

• Rural (farming or other type of similar community)

h. **Highest degree earned** was measured by Question 28 in Section 4 of the survey:

What is your highest degree earned?

• None

• Associate

• Bachelor

• Masters

• Doctorate

• Other

Each of the research questions specified previously was explored as follows:

**Research Question 1. What are the attitudes of student affairs administrators within the Florida College System (FCS) about globalization?**

This question was answered by a simple set of descriptive statistics for each of the items in the Globalization section of the survey (see Table 7, Chapter Four).

**Research Question 2. What are the attitudes of student affairs administrators on the need for their colleges to become more internationalized?**

This question was assessed by utilizing a set of descriptive statistics for each of the items in the Internationalization section of the survey (see Table 8, Chapter Four).

**Research Question 3. What is the relationship between FCS student affairs administrators’ attitudes relative to globalization, internationalization, and their perceived role of student affairs administrators in internationalizing the community college?**
This question was answered by the use of descriptive statistics and also through a simple linear regression to show the relationship between the “Globalization,” “Internationalization,” and “Role” composite mean scores. A scatterplot with a line of best fit is shown to provide a visual representation of strength of the relationship between these three dependent variables (see Figure 2, Chapter Four). Relevant statistics such as correlation ($R$), correlation coefficient squared, ($R^2$), and significance of $R$ were presented, with $R^2$ indicating the percentage of variance of the dependent variable that is attributable to the independent variable.

**Research Question 4. What is the relationship between attitudes about the perceived role of student affairs administrators in internationalizing the community college and the following key demographic variables?**

a. international travel experience

b. multiple language skills

c. student exchange experience (host family, for instance)

d. job responsibilities

e. years of experience in higher education

f. age

g. gender

Each of these variables was scrutinized with “Role” as the dependent variable in a simple one-factor ANOVA. Analysis of this question entailed creating profiles of each of the various types of student affairs administrators (i.e., vice president, dean, associate dean, etc.) based upon responses to the questions regarding “Role.” Due to small total population, and the wide variance in role categories, the profiles had to be collapsed to achieve a sufficiently large sample size for making comparisons. Categorical profiles then were created for each type of administrator,
reducing the roles to three types: “VPs/AVPs/Deans of Student Affairs/Deans of Student Development,” “Associate Deans/Assistant Deans” and “Directors/Registrars/Others.” These categorical profiles were compared at the composite level by executing a simple between-groups ANOVA. Categories also were created for each of the other variables. The N, mean, and standard deviation for each response distribution were reported for each question in the “Role” section along with the overall composite score for each type.

Protection of Human Subjects/Ethics

Before being allowed to initiate the survey instrument, all participants were required to provide informed consent as required by the University of South Florida’s Institution Review Board (IRB). This agreement to provide consent was included within the letter of informed consent, from which respondents were able to access the survey. Participants were advised in the letter of consent that clicking on the survey link would indicate their agreement to provide informed consent. All data collected including demographic information will be protected and maintained as confidential. This demographic information has been utilized in amalgamated categories for the express purposes of this research study.

Summary

This chapter has presented the research design, sample, sampling procedures, possible variables of interest, the instrument, its development and measures, data collection procedures, treatment of missing data, data analysis procedures, and protection of human subject/ethics issues for this research study. The research design for this study was quantitative and incorporated analysis of variance (ANOVA) and correlation (regression analysis) to analyze the data. The population for this study was student affairs administrators at the 28 public community and state colleges in the Florida College System. This study addresses questions regarding the
role of student affairs administrators in internationalizing the community college. A survey instrument was devised, using a base instrument already written, to survey student affairs administrators. Administering the survey via online Survey Monkey provided anonymity and confidentiality.

Community colleges serve a vital role in higher education, educating and training more than one-half of the nation’s students (Green, 2007). The mandate for internationalizing the community college is clear. The call for community colleges to graduate globally-prepared citizens is essential. “Global awareness at a time when China has the most English speakers in the world is beyond a mandate - it’s a basic skill” (Mellow & Heelan, 2008, p. 149). Many community college students may not seek employment out of country or anticipate working in a global workforce; however, they still will need global workforce skills. Hudzik (2004) stated, “A diverse world culture and an interdependent global system impact everyone, not just those engaged in international activity” (p. 1). While education typically is thought to occur within the classroom, the role of higher education must support global education and teach students through out-of-classroom experiences as well as in the classroom. Higher education has a responsibility to provide students with diverse opportunities to gain global competencies. The landmark report by the Commission on Abraham Lincoln Study Abroad Fellowship (2005), underscores this by stating “for their own future and that of the nation, college graduates today must be internationally competent.”

Limited research has been conducted on the role of student affairs in internationalizing the community college. Even less research has been conducted on the role student affairs administrators have in internationalizing the community college. This study sought to provide
more research about what student affairs administrators at public community colleges in the Florida College System perceive to be their role in internationalizing their community colleges.
CHAPTER FOUR

RESULTS

Overview of the Study

The purpose of this study was threefold. First, this study assessed student affairs administrators’ attitudes about globalization and internationalization as well as their strategies for implementing internationalization efforts. Furthermore, this study looked at the relationship between student affairs administrators’ attitudes about globalization and internationalization and what respondents thought to be the role of student affairs administrators in internationalizing the community college. Lastly, this study examined the relationship between student affairs administrators’ attitudes about their perceived role in internationalizing the community college and certain demographic variables. Little research has been conducted in this field, so this study has added to the current body of knowledge.

Research Study

This research study surveyed student affairs administrators working at community/state colleges in the Florida College System (FCS). There are 28 state and community colleges within the FCS. All of these colleges offer two-year degree programs as well as career and vocational certificate programs. Most of the colleges provide some form of ESL, ESOL, and GED preparation. In addition, eligible high school students may take dual enrollment courses, gaining college credit while still in high school. The majority of the FCS colleges offer bachelor’s degrees, although these four-year degree offerings remain limited.
Population.

Permission was sought from all 28 FCS institutions, with 25 (89%) of the colleges providing approval for their student affairs administrators to participate. Of the total population of 337 whose roles were identified as being student affairs administrators, 136 responded to the survey, for a participation rate of 40.4%. Four respondents did not complete the full survey; their responses were not included in a composite if their responses were missing one of the data elements. Responses were anonymous, with no institutional identifiers, so it was not possible to track the response rate from each institution. As displayed in Table 4, of the 132 respondents who answered Survey Question 24 on gender, 43 (32.6%) were male, 89 (67.4%) were female, with no responses in the transgender category.

Table 4
Descriptive Statistics for Gender

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cum %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>43</td>
<td>31.6</td>
<td>32.6</td>
<td>32.6</td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>65.4</td>
<td>67.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Transgender</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>97.1</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>4</td>
<td>2.9</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Survey Question 30 asked respondents: How would you describe your primary work location (i.e., at which type of campus do you spend the majority of your work day)? Participants self-reported their campus classification as rural (26.7%), suburban (35.9%), or urban (37.4%).

Table 5
Descriptive Statistics for Primary Work Location

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cum %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>35</td>
<td>25.7</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>Suburban</td>
<td>47</td>
<td>34.6</td>
<td>35.9</td>
<td>62.6</td>
</tr>
<tr>
<td>Urban</td>
<td>49</td>
<td>36.0</td>
<td>37.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>131</td>
<td>96.3</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>5</td>
<td>3.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Survey Question 26 asked: How many years have you worked at a community college in an administrative/leadership position? The largest percentage was 1-5 years (N= 34; 25.6%), whereas the smallest percentage (N=11; 8.3%) was for those who possessed 21-25 years as an administrator. The statistics for length of time in leadership position are listed in Table 6.

<table>
<thead>
<tr>
<th>Valid</th>
<th>N</th>
<th>%</th>
<th>Valid %</th>
<th>Cum %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>34</td>
<td>25.0</td>
<td>25.6</td>
<td>25.6</td>
</tr>
<tr>
<td>6-10</td>
<td>27</td>
<td>19.9</td>
<td>20.3</td>
<td>45.9</td>
</tr>
<tr>
<td>11-15</td>
<td>30</td>
<td>22.1</td>
<td>22.6</td>
<td>68.4</td>
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<td>16-20</td>
<td>18</td>
<td>13.2</td>
<td>13.5</td>
<td>82.0</td>
</tr>
<tr>
<td>21-25</td>
<td>11</td>
<td>8.1</td>
<td>8.3</td>
<td>90.2</td>
</tr>
<tr>
<td>26 or more</td>
<td>13</td>
<td>9.6</td>
<td>9.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing System</td>
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<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The age profiles (Survey Question 25) were evenly spread, with three clusters at the birth years of 1953 (5.1%), 1957 (5.9%), and 1974 (5.1%). Approximately 5% of the respondents were born between the more recent birth years of 1979-1986 (ages 27-34). About one-third were born between the years of 1948 and 1956; another one-third were born between 1957 and 1968; a final one-third were born between 1969 and 1986. Approximately 67% of the respondents were older than 44 years of age. Table 1 in Appendix M provides the frequency distribution for the birth year of the respondents.

Sections I (Globalization), II (Internationalization), and III (Student Affairs Administrators’ Role in Internationalization) of the survey used a Likert-type scale with the following ratings: Strongly Agree = 5; Agree = 4; Neither Agree nor Disagree = 3; Disagree = 2; and Strongly Disagree = 1. For the purposes of this study, the higher the scores were, the stronger the respondents’ agreement with the questions.
This chapter provides quantitative analyses of the survey responses to answer four research questions.

**Research Questions and Findings**

**Research Question One.** What are the attitudes of student affairs administrators within the Florida College System (FCS) about globalization?

Table 7 provides the descriptive statistics for the globalization portion of the survey, and includes the N, percentages, means, and standard deviations for each question in this section. The questions in this portion of the survey inquire about participants’ perceptions regarding the impact globalization has upon us. The questions sought to learn more about the respondents’ attitudes relative to globalization and, subsequently, to determine whether there was a relationship between these attitudes and the respondents’ views on the role of student affairs administrators in internationalizing the community/state college.

In general, survey participants demonstrated a high degree of agreement (either agree or strongly agree) for those statements describing how globalization would impact their own lives and those of others in our society. Question 3 (95% agreed or strongly agreed) stated “a global economy will require workers in my community to have the ability to work with people from other cultures.” Survey Question 4 (95% agreed or strongly agreed) stated that “a global economy will require workers in my community to have the ability to work with people from other countries.” When asked for their perceptions on whether globalization is a good thing for the US economy (Survey Question 1), 117 (86.7%) agreed or strongly agreed. However, a corresponding question (Survey Question 2) which asked participants to respond to the statement “Overall I think globalization is a good thing for me” received a lower rating (75% agreed or
strongly agreed), indicating that respondents were more in agreement with the idea of globalization as a universal concept as opposed to a personal influence.

Survey Question 5 (84.9% agreed or strongly agreed) asked respondents whether “a global economy will require workers in my community to have the ability to respond to a changing job market by reinventing themselves.” The responses to this survey question provide convincing acknowledgement for the perception that globalization is requiring changes in how our local workers will need to respond to changes in the global economy. A total of 87% of the respondents agreed or strongly agreed that “globalization will require major changes in how we educate our students” (Survey Question 6). Survey Question 7 asked respondents whether they agreed with the statement that “overall, globalization is something we must accept, and we must find ways to successfully respond to the challenges it will create.” Over 90% of the respondents agreed or strongly agreed with this statement, indicating that student affairs administrators are aware of the effects of globalization in today’s market and that they believe these effects will influence their communities and their professional roles. There were no responses in the “strongly disagree” category of this section.

### Table 7
**Frequencies for Globalization Section of the Survey**

<table>
<thead>
<tr>
<th>Option</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, I think globalization is a good thing for the United States economy.</td>
<td>0.0%</td>
<td>5.9%</td>
<td>0.0%</td>
<td>52.6%</td>
<td>35.6%</td>
<td>135</td>
<td>4.16</td>
<td>.803</td>
</tr>
<tr>
<td>2. Overall, I think globalization is a good thing for me.</td>
<td>0.0%</td>
<td>5.2%</td>
<td>0.0%</td>
<td>47.9%</td>
<td>30.4%</td>
<td>135</td>
<td>4.01</td>
<td>.837</td>
</tr>
<tr>
<td>3. A global economy will require workers in my community to have the ability to work with people from other cultures.</td>
<td>0.0%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>49.3%</td>
<td>45.5%</td>
<td>134</td>
<td>4.39</td>
<td>.636</td>
</tr>
</tbody>
</table>
Table 7 (Continued)

<table>
<thead>
<tr>
<th>Top number is the number of respondents who selected the option.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. A global economy will require workers in my community to have the ability to work with people from other countries.</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>69</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>1.5%</td>
<td>3.8%</td>
<td>52.7%</td>
<td>42.0%</td>
<td></td>
<td>131</td>
<td>4.35</td>
</tr>
<tr>
<td>5. A global economy will require workers in my community to have the ability to respond to a changing job market by reinventing themselves.</td>
<td>0</td>
<td>3</td>
<td>17</td>
<td>60</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>2.3%</td>
<td>12.9%</td>
<td>45.5%</td>
<td>39.4%</td>
<td></td>
<td>132</td>
<td>4.22</td>
</tr>
<tr>
<td>6. Globalization will require major changes in how we educate our students.</td>
<td>0</td>
<td>5</td>
<td>12</td>
<td>69</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>3.8%</td>
<td>9.0%</td>
<td>51.9%</td>
<td>35.3%</td>
<td></td>
<td>133</td>
<td>4.19</td>
</tr>
<tr>
<td>7. Overall, globalization is something we must accept, and we must find ways to successfully respond to the challenges it will create.</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>63</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>3.8%</td>
<td>6.0%</td>
<td>47.4%</td>
<td>42.9%</td>
<td></td>
<td>133</td>
<td>4.29</td>
</tr>
</tbody>
</table>

Note. There were no responses in the Strongly Disagree category.

**Development of the composite scores.** Composite scores for each subscale were calculated in order to provide a convenient statistic to determine the relationship between the three survey subscales. It was determined that mean scores for the subscales would allow for the research analyses of the research questions. To determine the composite scores, the numerical scores of each participant’s answers for a survey section were added, and this number was divided by the number of items within the survey section. This process was conducted for each of the first three survey sections to develop three composite scores for each participant.

Questions 1-7 were utilized to compute the Globalization composite score.

A high composite score for the Globalization section of the survey would support the thought that student affairs administrators believe that globalization is stimulating a significant change in the world. A high composite score for the Internationalization section would support the thought that internationalization of higher education is important for community/state...
colleges. A high composite score in the “Student Affairs Administrators’ Role in Internationalizing the College” section would support the concept that student affairs administrators believe that they should have a role in internationalizing their colleges.

In order to clearly define the strength and direction of the relationship between each question in the section with each of the other questions within the same section and the composite score, Pearson Product Moment Correlation Coefficients were calculated for the three sections of Globalization, Internationalization, and Student Affairs Administrators’ Role in Internationalization (see Appendix K). Cronbach’s alpha was calculated to measure the internal consistency of the questions within each composite section. Cronbach’s alpha tables for each of the three composites (Globalization, Internalization, and Role) were calculated and were exhibited in Table 2 in Chapter Three. Table 8 provides the mean, standard error of the mean, and standard deviation for the Globalization composite scores.

<table>
<thead>
<tr>
<th>Table 8</th>
<th>Descriptive Statistics for Globalization Composite Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Valid</td>
<td>129</td>
</tr>
<tr>
<td>Missing</td>
<td>7</td>
</tr>
</tbody>
</table>

Based upon the data collected from Survey Questions 1-7, student affairs administrators within the FCS recognized that the impact of globalization will require personal, professional, and societal changes. “Agree” or “strongly agree” scores were predominant in all seven items, with 4.01 as the lowest mean score (Survey Question 2: Overall, I think globalization is a good thing for me). Highest mean scores for the Globalization section were for Survey Questions 3 (4.39) and 4 (4.35): “A global economy will require workers in my community to have the ability to work with people from other cultures” and “A global economy will require workers in my community to have the ability to work with people from other countries,” respectively.
Research Question Two. What are the attitudes of student affairs administrators on the need for their colleges to become more internationalized?

Questions in Section Two of the survey inquired about respondents’ attitudes regarding internationalization of their college. Frequencies for the questions in this section are displayed in Table 9. These questions asked about participants’ support for particular types of internationalization activities on their campuses. Respondents generally recognized the need to internationalize their colleges. Questions that were general in focus received the highest percentages of “agree” and “strongly agree” responses. A total of 89.4% agreed or strongly agreed with the statement “My college should have a plan designed to increase international/global understanding among students,” (Question 8) and 91.7% of the respondents agreed or strongly agreed that “Multicultural affairs at my college should include a broad international/global definition of diversity,” (Question 9). These two statements received the highest ratings within this section of the survey.

Seventy-eight percent of the respondents agreed or strongly agreed when asked if “International exchange opportunities should be available to faculty and staff at my college” (Question 11). On the question of whether respondents’ thought their college “would benefit from having a collaborative relationship with an institution in another country,” 77.5% agreed or strongly agreed (Question 12). In response to the statement that, “All associate degree students at my college should be required to take at least one general education course that has an international/global focus” (Question 13), 78% agreed or strongly agreed. Lastly, 75.2% agreed or strongly agreed when asked if they thought their “college should encourage faculty to provide study abroad opportunities for students to travel/study in other countries” (Question 16).
There was less agreement (67.7% agreed or strongly agreed) with the statement “My college should encourage students to take more foreign language courses” (Question 10). Sixty-six percent of the respondents agreed or strongly agreed that their “college should establish a college-wide task force to look at how the college might improve students’ preparation for a global economy” (Question 14), and only 53.4% agreed or strongly agreed when asked about actively recruiting students from other countries (Question 15). Worth noting is that 27.1% of the responses for requiring a foreign language (Question 14) and recruiting international students (Question 15) neither agreed nor disagreed, indicating increased levels of uncertainty about these aspects of internationalization on the campus.

Table 9

*Frequencies for International Section of the Survey*

<table>
<thead>
<tr>
<th>Top number is the number of respondents who selected the option.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. My college should have a plan designed to increase international global understanding among students.</td>
<td>0</td>
<td>3</td>
<td>11</td>
<td>78</td>
<td>41</td>
<td>133</td>
<td>4.18</td>
<td>.672</td>
</tr>
<tr>
<td>9. “Multicultural affairs” at any college should include a broad international/global definition of diversity (to include language, customers, ethnicity, etc.)</td>
<td>0.0%</td>
<td>2.3%</td>
<td>8.3%</td>
<td>58.6%</td>
<td>30.8%</td>
<td>133</td>
<td>4.28</td>
<td>.678</td>
</tr>
<tr>
<td>10. My college should encourage students to take more foreign language courses.</td>
<td>2</td>
<td>11</td>
<td>30</td>
<td>63</td>
<td>27</td>
<td>133</td>
<td>3.77</td>
<td>.920</td>
</tr>
<tr>
<td>11. International exchange opportunities should be available to faculty and staff at my college.</td>
<td>0.0%</td>
<td>3.8%</td>
<td>18.0%</td>
<td>48.9%</td>
<td>29.3%</td>
<td>133</td>
<td>4.04</td>
<td>.792</td>
</tr>
<tr>
<td>12. My college would benefit from having a collaborative relationship with an institution in another country.</td>
<td>0.0%</td>
<td>5.3%</td>
<td>17.3%</td>
<td>45.9%</td>
<td>31.6%</td>
<td>133</td>
<td>4.04</td>
<td>.839</td>
</tr>
<tr>
<td>13. All associate degree students at my college should be required to complete at least one general education course with an international/global focus.</td>
<td>0.8%</td>
<td>5.3%</td>
<td>15.9%</td>
<td>46.2%</td>
<td>31.8%</td>
<td>132</td>
<td>4.03</td>
<td>.873</td>
</tr>
</tbody>
</table>
Table 9 (Continued)

<table>
<thead>
<tr>
<th>Top number is the number of respondents who selected the option.</th>
<th>Strongly Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Strongly Agree</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. My college should create a campus-wide task force to examine how the college can better prepare students for a global economy.</td>
<td>0</td>
<td>9</td>
<td>36</td>
<td>64</td>
<td>24</td>
<td>0.0%</td>
</tr>
<tr>
<td>15. My college should actively recruit students from other countries.</td>
<td>0</td>
<td>26</td>
<td>36</td>
<td>46</td>
<td>25</td>
<td>0.0%</td>
</tr>
<tr>
<td>16. My college should encourage faculty to provide study abroad opportunities for students to travel/study abroad.</td>
<td>1</td>
<td>5</td>
<td>27</td>
<td>64</td>
<td>36</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

In order to determine the composite scores for the Internationalization section, each respondent’s numerical scores for survey questions 8-16 were added, and this number was divided by the total number of questions within this section of the survey. Table 10 depicts the statistics for the means of the Internationalization composite scores, showing the mean, standard error of the mean, and the standard deviation.

Table 10

<table>
<thead>
<tr>
<th>Descriptive Statistics for Internationalization Composite Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>Missing</td>
</tr>
</tbody>
</table>

It is clear from the results of this section of the survey that some activities that might be undertaken to internationalize the college campuses were more strongly supported that others.

Research Question Three. What is the relationship between FCS student affairs administrators’ attitudes relative to globalization, internationalization, and their perceived role of student affairs administrators in internationalizing the community college?

Questions in this section pertained to student affairs administrators’ perceptions towards the role of student affairs administrators in internationalizing the community/state colleges.
These questions sought to identify the degree of support respondents had for certain internationalization activities to be included as a function of the student affairs administrators’ role. Frequencies for the questions in this section are displayed in Table 11. With regard to whether “student affairs administrators should serve a significant role in ensuring appropriate training so that staffs have skills to work effectively with a diverse student population” (Question 23), 93.2% agreed or strongly agreed with the statement. When asked whether “student affairs administrators should serve a significant role in helping the campus to celebrate diversity of ethnicities, religions, and cultures on campus” (Question 18), 123 (92.5%) agreed or strongly agreed. When queried about student affairs administrators’ role as one which “should work with all areas of the college to create a more global perspective for students” (Question 22), a total of 91.7% agreed or strongly agreed.

In response to the statements that student affairs administrators’ role should include “helping to create more opportunities for students to understand how globalism will impact their lives” (Question 17), and “assisting students from other countries to learn about U.S. higher education practices and procedures (Question 21), 87.2% agreed or strongly agreed with each item. Eighty-four percent of the respondents agreed or strongly agreed with the statement that student affairs administrators’ role should include “encouraging and/or creating more student activities for international students” (Question 19). A lower percentage of respondents (74.4%) agreed or strongly agreed that student affairs administrators’ role included “the development of college policies governing cultural/ethnic acceptance” (Question 20).

The mostly favorable responses to questions in this section of the survey would seem to signify that respondents perceive the role of student affairs administrators to include the internationalization activities identified in this section. Interesting to note were the significant
number of neutral responses within some of the question’s ratings. Survey Question 20, asking about the student affairs administrator’s role in the development of college policies governing cultural/ethnic acceptance, collected the most neutral responses with 28 (21%) “neither agree” nor “disagree” responses and another 6 (4.5%) who disagreed, for a total of 25.5% who did not agree that student affairs administrators role should include developing college policies governing cultural/ethnic acceptance.

Table 11

<table>
<thead>
<tr>
<th>Frequencies for Role Section of the Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top number is the number of respondents who selected the option.</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>17. …helping to create more opportunities for students to understand how globalism will impact their lives.</td>
</tr>
<tr>
<td>18. …helping the campus celebrate the growing diversity of ethnicities, religions, and cultures on campus.</td>
</tr>
<tr>
<td>19. …encouraging and/or creating more student activities for international students (i.e., international students clubs, international days, etc.).</td>
</tr>
<tr>
<td>20. …the development of college policies governing cultural/ethnic acceptance.</td>
</tr>
<tr>
<td>21. …assisting students from other countries to learn about U.S. higher education practices and procedures (i.e., plagiarism, academic integrity, and classroom etiquette).</td>
</tr>
</tbody>
</table>
Table 11 (Continued)

<table>
<thead>
<tr>
<th>Top number is the number of respondents who selected the option.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. .... working with all areas of the college campus to create a more global perspective for students.</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>77</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.8%</td>
<td>1.5%</td>
<td>6.8%</td>
<td>57.9%</td>
<td>33.8%</td>
<td>133</td>
<td>4.24</td>
<td>.64</td>
</tr>
<tr>
<td>23. .... ensuring appropriate training so that staff have skills to work effectively with a diverse student population.</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>60</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>0.8%</td>
<td>6.1%</td>
<td>45.5%</td>
<td>47.7%</td>
<td>132</td>
<td>4.40</td>
<td>.64</td>
</tr>
</tbody>
</table>

The composite scores for Role were determined by adding the numerical scores for each participant’s responses to survey questions 17-23. This number then was divided by the number of items within that survey section. Table 12 depicts the statistics for the Role composite, showing the mean, standard error of the mean, and the standard deviation. The overall mean for this composite was between that of Globalization (slightly higher) and Internationalization (slightly lower).

Table 12

<table>
<thead>
<tr>
<th>Descriptive Statistics for Student Affairs Administrators’ Role Composite Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>Missing</td>
</tr>
</tbody>
</table>

Table 13 provides the correlations of the means of each of the composites for Globalization, Internationalization, and Role. There is a statistically significant relationship between these three composites at the p<.001 level meaning that each of the composites is highly correlated with each of the other composites.
Table 13

**Correlation Table of the Means for the Composites of Globalization, Internationalization, Role**

<table>
<thead>
<tr>
<th></th>
<th>Globalization Composite</th>
<th>Internationalization Composite</th>
<th>Role Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Globalization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td>Pearson Correlation</td>
<td>.712</td>
<td></td>
</tr>
<tr>
<td></td>
<td>p (2-tailed)</td>
<td>&lt;.001</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>127</td>
<td>132</td>
</tr>
<tr>
<td><strong>Internationalization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td>Pearson Correlation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>p (2-tailed)</td>
<td>&lt;.001</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>127</td>
<td>132</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td>Pearson Correlation</td>
<td>.712</td>
<td>.765</td>
</tr>
<tr>
<td></td>
<td>p (2-tailed)</td>
<td>&lt;.001</td>
<td>&lt;.001</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>127</td>
<td>131</td>
</tr>
</tbody>
</table>

A regression analysis was conducted to determine the relationship between Globalization composite scores, Internationalization composite scores, and student affairs administrators’ Role composite scores. As depicted in Table 14, this analysis indicated a statistically significant relationship between respondents’ attitudes about Globalization, Internationalization, and the Role of student affairs administrators in internationalizing the college ($r = .793$, $r^2 =.629$, $p < .001$). It appears that for this population there is a strong relationship between their attitudes about globalization, their perceptions of the importance of internationalization of colleges, and their perceptions about student affairs administrators’ roles in the internationalization of colleges. Table 14 provides the statistics regarding the strength of the relationships between respondents’ attitudes towards Globalization and Role, between Internationalization and Role, and between Globalization and Internationalization.

Table 14

**Internationalization, Globalization, and Relationship with Role**

<table>
<thead>
<tr>
<th></th>
<th>Unstandardized</th>
<th>Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.422</td>
<td>.211</td>
<td>6.725</td>
<td>&lt;.001</td>
</tr>
<tr>
<td></td>
<td>Internationalization Composite</td>
<td>.702</td>
<td>.053</td>
<td>.765</td>
<td>13.286</td>
</tr>
</tbody>
</table>
Table 14 (Continued)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (Constant)</td>
<td>.907</td>
<td>.229</td>
<td>3.959</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Internationalization Composite</td>
<td>.480</td>
<td>.070</td>
<td>.524</td>
<td>6.842</td>
</tr>
<tr>
<td>Globalization Composite</td>
<td>.328</td>
<td>.074</td>
<td>.339</td>
<td>4.432</td>
</tr>
</tbody>
</table>

Dependent Variable: Student Affairs Administrators Role Composite

Figure 2 graphically depicts the regression analysis showing the strength of the relationship between Globalization and Internationalization as predictors of Role. There is a statistically significant relationship between respondents’ attitudes about globalization, internationalization, and the role of student affairs administrators in internationalizing the college.

![Figure 2. Graph showing the Globalization and Internationalization composites as related to student affairs administrators’ Role in internationalization.](image-url)
Research Question Four. *What is the relationship between attitudes about the perceived role of student affairs administrators in internationalizing the community college and the following key demographic variables?*

This research question was multi-part and focused initially on the previously-selected key variables of international travel experience, multiple language skills, student exchange experience (host family, for example), job responsibilities, and the number of years of experience respondents possessed.

**International travel experience.** Table 15 provides descriptive statistics for Survey Question 33, “What international experience (travel/study) outside of the United States have you had?”

<table>
<thead>
<tr>
<th>Table 15</th>
<th>Descriptive Statistics for International Travel/Study Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Valid</td>
<td>Total time abroad</td>
</tr>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Total time abroad</td>
</tr>
<tr>
<td></td>
<td>of up to 3 weeks</td>
</tr>
<tr>
<td></td>
<td>Total time abroad</td>
</tr>
<tr>
<td></td>
<td>3 to 6 weeks</td>
</tr>
<tr>
<td></td>
<td>Total time abroad</td>
</tr>
<tr>
<td></td>
<td>longer than 6 weeks but less than 6 months</td>
</tr>
<tr>
<td></td>
<td>Total time abroad</td>
</tr>
<tr>
<td></td>
<td>longer than 6 months but less than one year</td>
</tr>
<tr>
<td></td>
<td>Lived or studied abroad for more than one year</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

An ANOVA was conducted and identified no statistically significant relationship between international travel experience and student affairs administrators’ role in
internationalizing the community/state college. Table 16 displays the statistical results of the ANOVA.

Table 16

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Travel Experience</td>
<td>2.968</td>
<td>5</td>
<td>.594</td>
<td>2.115</td>
<td>.068</td>
</tr>
<tr>
<td>Within Groups</td>
<td>35.076</td>
<td>125</td>
<td></td>
<td>.281</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>38.044</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Multiple language skills.** Survey Question 34 addressed the question of multiple language skills, asking “Do you speak a language other than English?” Of the 133 who responded to this question, 94 (69.4%) did not speak a language other than English. Of those who responded that they had some level of expertise in a language other than English, the predominant language identified was Spanish.

Table 17

<table>
<thead>
<tr>
<th>Language Spoken</th>
<th>N</th>
<th>%</th>
<th>Valid %</th>
<th>Cum %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>94</td>
<td>61.44</td>
<td>61.44</td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>3</td>
<td>1.96</td>
<td>5.08</td>
<td>5.08</td>
</tr>
<tr>
<td>Creole</td>
<td>1</td>
<td>0.65</td>
<td>1.69</td>
<td>6.78</td>
</tr>
<tr>
<td>Farsi</td>
<td>1</td>
<td>0.65</td>
<td>1.69</td>
<td>8.47</td>
</tr>
<tr>
<td>French</td>
<td>9</td>
<td>5.88</td>
<td>15.25</td>
<td>23.73</td>
</tr>
<tr>
<td>German</td>
<td>7</td>
<td>4.58</td>
<td>11.86</td>
<td>35.59</td>
</tr>
<tr>
<td>Greek</td>
<td>1</td>
<td>0.65</td>
<td>1.69</td>
<td>37.29</td>
</tr>
<tr>
<td>Italian</td>
<td>4</td>
<td>2.61</td>
<td>6.78</td>
<td>44.07</td>
</tr>
<tr>
<td>Hebrew</td>
<td>1</td>
<td>0.65</td>
<td>1.69</td>
<td>45.76</td>
</tr>
<tr>
<td>Spanish</td>
<td>29</td>
<td>18.95</td>
<td>49.15</td>
<td>94.92</td>
</tr>
<tr>
<td>Swahili</td>
<td>1</td>
<td>0.65</td>
<td>1.69</td>
<td>96.61</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>1.31</td>
<td>3.39</td>
<td>100</td>
</tr>
</tbody>
</table>

| Missing         | 3     |      |         |       |
| System          |       |      |         |       |
| Total           | 136   |      |         |       |

Note. Several respondents indicated fluency in more than one other language.
An ANOVA found no statistically significant relationship between respondents’ multiple languages skills and their perceptions of student affairs administrators’ roles in internationalizing the college. Table 18 displays the results from the ANOVA.

Table 18

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Language Skills</td>
<td>.386</td>
<td>2</td>
<td>.193</td>
<td>.649</td>
<td>.524</td>
</tr>
<tr>
<td>Within Groups</td>
<td>38.303</td>
<td>129</td>
<td></td>
<td>.297</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>38.688</td>
<td>131</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student exchange experience.** The variable of student exchange experience was addressed in Survey Question 36, which inquired “Please indicate what experience you have had with international student exchange programs (check all that apply).” Since respondents were allowed to check more than one response to this question and could write in additional information, respondents’ answers were divided into categories of “no student exchange experience” and “some student exchange experience.” Most of the respondents had no student exchange experience. Responses from those with international student exchange experiences were so varied that no one group was large enough to be significant. Table 19 shows the descriptive statistics for student exchange experience.

Table 19

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cum %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Student Exchange</td>
<td>97</td>
<td>71.3</td>
<td>72.4</td>
<td>72.4</td>
</tr>
<tr>
<td>Exchange Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some Student Exchange</td>
<td>37</td>
<td>27.2</td>
<td>27.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Exchange Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
<td>98.5</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cum %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing System</td>
<td>2</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. Experience responses were combined since respondents were able to select more than one response, and were able to write-in a response.*
An ANOVA was conducted (Table 20) but showed no statistical significance for the relationship between student exchange experience and student affairs administrator’s Role.

Table 20

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.996</td>
<td>1</td>
<td>.996</td>
<td>3.412</td>
<td>.067</td>
</tr>
<tr>
<td>Within Groups</td>
<td>37.640</td>
<td>129</td>
<td>.292</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>38.636</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Job responsibilities. An ANOVA was conducted to assess whether there was a relationship between job responsibilities and the respondents’ perceptions of student affairs administrators’ role (Role) in internationalizing the community/state college. The ANOVA revealed a statistically significant relationship between student affairs administrators’ job responsibilities and Role, and a Post Hoc Tukey’s HSD test was conducted to obtain more specificity about this relationship.

Table 21

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2.087</td>
<td>2</td>
<td>1.044</td>
<td>3.620</td>
<td>.030</td>
<td>0.24</td>
</tr>
<tr>
<td>Within Groups</td>
<td>36.035</td>
<td>125</td>
<td>.288</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>38.122</td>
<td>127</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 22 provides details of the results of the Tukey’s HSD test. There were no differences between any pair of means with absolute values greater than the HSD value of .3376, so the Tukey’s test identified no statistically significant differences between job categories as related to the student affairs administrators’ Role composite. Although the ANOVA indicated a significant F, no significant differences were found between any of the pairs of means. This would indicate that, while the ANOVA established that the job one has does make a difference in attitude toward respondents’ perceptions of the student affairs administrator’s role in
Internationalization, there weren't any two measured job categories that could be considered significantly different. Table 22 provides details of the Post Hoc Tukey’s HSD.

Table 22  
Contrasts of Means Between Student Affairs Administrator’s Job Categories and Role Composite for Use with Tukey’s HSD

<table>
<thead>
<tr>
<th></th>
<th>Associate Deans/Assistant Deans</th>
<th>Directors/Registrars/Others</th>
<th>VPs/AVPs/Deans of Student Affairs/Student Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Deans/Assistant Deans</td>
<td>4.0612</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Directors/Registrars/Others</td>
<td>4.1171</td>
<td>-0.05584</td>
<td>0.0</td>
</tr>
<tr>
<td>VPs/AVPs/Deans of Student Affairs/Student Development</td>
<td>4.3776</td>
<td>-0.31632</td>
<td>-0.26049</td>
</tr>
<tr>
<td>$M_{\text{error}}$</td>
<td>.288</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n tilde</td>
<td>27.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$q(\alpha = .05; df = 123)$</td>
<td>3.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSD ($\alpha = .05$)</td>
<td>.3376</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As depicted in Figure 3, the strength of the relationship between Role and the three levels of administration increases with higher levels of leadership, although the differences between groups were not significant.

**Years of experience in higher education.** A regression analysis was conducted between student affairs administrators’ years of work experience in higher education and their attitudes related to Role. The regression analysis indicated a statistically positive relationship between these two variables ($r = .191, r^2 = .036, p<.031$). This indicates a statistically significant correlation between years of work experience in higher education and student affairs administrators’ Role. The greater the number of years the individual had worked in higher education, the higher their Role composite score. While the relationship between these two variables is statistically significant, the low correlation between these variables prevents the
relationship from having much practical significance. Table 23 provides the statistics for this analysis.

Figure 3. Graph showing the relationship between Role and levels of job categories.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized</th>
<th>Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>4.446</td>
<td>.117</td>
<td>37.971</td>
<td>&lt;.001</td>
</tr>
<tr>
<td></td>
<td>Total Years in Higher Education</td>
<td>.039</td>
<td>.018</td>
<td>-.191</td>
<td>-2.176</td>
</tr>
</tbody>
</table>

Dependent variable: Student Affairs Administrators’ Role Composite
**Age.** An ANOVA, conducted to assess the relationship between respondents’ ages and Role, indicated there was no statistically significant relationship. Table 24 provides the specific details.

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Group</td>
<td>.516</td>
<td>2</td>
<td>.258</td>
<td>.877</td>
</tr>
<tr>
<td>Within Groups</td>
<td>34.420</td>
<td>117</td>
<td>.294</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34.936</td>
<td>119</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Gender.** Of the 132 respondents who responded to this question, 43 (32.6%) self-identified as being male, and 89 (67.4%) identified themselves as being female. An ANOVA was conducted to assess for any relationship between gender and Role. The ANOVA indicated no statistically significant relationship between gender and the role of student affairs administrators in internationalizing the college. Table 25 provides the ANOVA results.

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>.229</td>
<td>1</td>
<td>.229</td>
<td>.800</td>
</tr>
<tr>
<td>Within Groups</td>
<td>37.007</td>
<td>129</td>
<td>.287</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>37.237</td>
<td>130</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Highest degree earned.** A total of 108 (79%) of the respondents indicated their highest degree earned as being at the graduate level (Master’s or Doctorate). Descriptive statistics are provided in Table 26 for highest degree earned.

<table>
<thead>
<tr>
<th>Valid</th>
<th>N</th>
<th>%</th>
<th>Valid %</th>
<th>Cum %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>2</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Bachelor</td>
<td>16</td>
<td>11.8</td>
<td>12.3</td>
<td>13.8</td>
</tr>
<tr>
<td>Masters</td>
<td>71</td>
<td>52.2</td>
<td>54.6</td>
<td>68.5</td>
</tr>
<tr>
<td>Doctorate</td>
<td>37</td>
<td>27.2</td>
<td>28.5</td>
<td>96.9</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>2.9</td>
<td>3.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>95.6</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Missing System</th>
<th>6</th>
<th>4.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
</tr>
</tbody>
</table>
An ANOVA was conducted to determine whether there was a significant relationship between highest degree earned and respondents’ perceptions about student affairs administrators’ role in internationalizing the community/state college. The results of the ANOVA (Table 27) indicate there was no statistically significant relationship between these two variables.

### Table 27

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree Earned</td>
<td>.125</td>
<td>2</td>
<td>.062</td>
<td>.224</td>
<td>.800</td>
</tr>
<tr>
<td>Within Groups</td>
<td>23.669</td>
<td>85</td>
<td></td>
<td>.278</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>23.794</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fluency in another language.** Respondents who had indicated in Survey Question 34 that they possessed language skills in a language other than English were asked a follow-up question, Survey Question 35. This question, posed as a self-assessment, asked “How fluent would you rate your abilities in that language?” Table 28 provides the descriptive statistics for responses to this question.

### Table 28

<table>
<thead>
<tr>
<th>Fluency Level</th>
<th>N</th>
<th>%</th>
<th>Valid %</th>
<th>Cum %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>14</td>
<td>10.3</td>
<td>35.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Good</td>
<td>5</td>
<td>3.7</td>
<td>12.5</td>
<td>47.5</td>
</tr>
<tr>
<td>Intermediate</td>
<td>5</td>
<td>3.7</td>
<td>12.5</td>
<td>60.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>6</td>
<td>4.4</td>
<td>15.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Like Native Speakers</td>
<td>10</td>
<td>7.4</td>
<td>25.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>29.4</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>96</td>
<td>70.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An ANOVA was conducted to assess the relationship of this variable to student affairs administrators’ role in internationalizing the college. According to the ANOVA, as displayed in Table 29, results indicated a statistically significant relationship between some of the levels of “fluency in another language” and “Role.” Based upon this ANOVA, there was a significant
relationship between student affairs administrators who possess some levels of fluency in a language other than English and their responses toward internationalizing the college.

Table 29

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internationalization Composite</td>
<td>2.147</td>
<td>2</td>
<td>1.074</td>
<td>3.161</td>
<td>.046</td>
<td>0.02</td>
</tr>
<tr>
<td>Within Groups</td>
<td>43.816</td>
<td>129</td>
<td>.340</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45.964</td>
<td>131</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A Tukey’s HSD post hoc test was conducted for more specific information. The distinctions between each of the contiguous fluency categories were minor, and since the N was small for each of these language fluency categories, the researcher grouped some of the categories together for the Tukey’s test. Based upon the Tukey’s test, student affairs administrators who possess higher levels of fluency in a language other than English are more likely to view foreign language skills as being important to internationalizing the community/state college than those who are less proficient in another language or who possess no foreign language skills. Table 30 displays the results of the Tukey’s HSD post hoc test.

Table 30

<table>
<thead>
<tr>
<th>None</th>
<th>Basic through Intermediate</th>
<th>Excellent through “Like a Native Speaker”</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3.9022</td>
<td>0</td>
</tr>
<tr>
<td>Basic through Intermediate</td>
<td>3.9444</td>
<td>-0.04227</td>
</tr>
<tr>
<td>Excellent through “Like a Native Speaker”</td>
<td>4.2986</td>
<td>0.39644*</td>
</tr>
</tbody>
</table>

MS error 0.34

N tilda 26.07874

q(α=.05; df = ∞) = 3.31

HSD= 0.377941
Respondents’ self-rating of their own participation in any kind of international activity in comparison with the majority of their peers. This question was addressed through Survey Question 37, which asked, “How would you rate your own participation in any kind of international activity in comparison with that of the majority of your peers?” Table 3 displays descriptive statistics for the responses to this question.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
<th>Valid %</th>
<th>Cum %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominal</td>
<td>10</td>
<td>7.4</td>
<td>7.6</td>
<td>7.6</td>
</tr>
<tr>
<td>Minimal</td>
<td>33</td>
<td>24.3</td>
<td>25.0</td>
<td>32.6</td>
</tr>
<tr>
<td>Fair</td>
<td>44</td>
<td>32.4</td>
<td>33.3</td>
<td>65.9</td>
</tr>
<tr>
<td>Very Good</td>
<td>35</td>
<td>25.7</td>
<td>26.5</td>
<td>92.4</td>
</tr>
<tr>
<td>Extensive</td>
<td>10</td>
<td>7.4</td>
<td>7.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>97.1</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>4</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An ANOVA was conducted and identified a statistically significant relationship between respondents’ self-rating of participation in international activities and “Role.” Table 32 provides the results of the ANOVA.

<table>
<thead>
<tr>
<th></th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Experience</td>
<td>5.058</td>
<td>4</td>
<td>1.264</td>
<td>4.823</td>
<td>&lt;.001</td>
<td>0.39</td>
</tr>
<tr>
<td>Within Groups</td>
<td>33.030</td>
<td>126</td>
<td>.262</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>38.088</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A post-hoc Tukey HSD test was conducted to identify the relationships and strength of each relationship. Table 33 provides details showing that respondents who categorized themselves as possessing “very good” or “extensive” international activity experience as compared to their peers who ranked their international activity as being “nominal” also had
stronger composite scores related to student affairs administrators’ role in internationalizing the college. Those who ranked themselves in the “extensive” category also had stronger composite scores for Role when compared with those whose responses placed them into the “fair” category. The Tukey also indicated that there was no correlation with those whose self-ranking placed them into the “minimal” category.

<table>
<thead>
<tr>
<th></th>
<th>Nominal</th>
<th>Minimal</th>
<th>Fair</th>
<th>Very Good</th>
<th>Extensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal</td>
<td>3.9429</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimal</td>
<td>4.1948</td>
<td>0.2519</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>4.0227</td>
<td>0.0798</td>
<td>-1.1721</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Very Good</td>
<td>4.4328</td>
<td>0.4899*</td>
<td>0.2380</td>
<td>0.4101</td>
<td>0</td>
</tr>
<tr>
<td>Extensive</td>
<td>4.5429</td>
<td>0.6000*</td>
<td>0.3481</td>
<td>0.5202*</td>
<td>0.1101</td>
</tr>
<tr>
<td>MS error</td>
<td>.262</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N tilde 17.70274535
q(α=.05; df = ∞) = 3.86
HSD= 0.469588702

*statistically significant

Figure 4 displays a graph depicting these correlations.

The survey instrument asked one open-ended question, allowing respondents to write in their responses. Question 39 asked: *In what other ways do you see that student affairs administrators should be involved in internationalizing our college campuses?* Responses included items such as suggesting additional recruitment, raising funds for travel, creating more faculty, staff, and student cultural exchange opportunities, and offering more cultural awareness activities on the campuses. While several of these comments were included in the survey questions, they are valuable insights to the respondents’ thoughts on ways that student affairs administrators should be involved in internationalizing their campuses (see Appendix M for these responses.)
Generalizability of the Findings

The findings from this research study are based upon responses to the specially crafted survey instrument. Participants in this research were student affairs administrators from colleges within the FCS. Permission to survey was sought from all 28 FCS institutions, with 25 (89%) of the colleges providing approval for their student affairs administrators to participate. The total population for this research study was 337, with 136 (40.4%) who participated in the survey.

Figure 4. Graph showing the connection between international experience as compared with peers and student affairs administrators’ role in internationalization of the community/state college.
Respondents self-identified their campuses as being rural (26.7%); suburban (35.9%), or urban (37.4%).

With a small N, the possible effects of non-response bias must be considered. Reio, Jr. (2007) states that “the issue of nonresponse is an insidious one. Researchers and practitioners alike must be aware that not examining survey results for possible nonresponse bias limits their generalizability to the research population” (p. 50). In addition, low response rates can potentially affect research. Citing Luong and Rogelberg (1998), Rogelberg, Conway, Sederburg, Spitzmüller, Aziz, & Knight (2003) caution that, “Low response rates can undercut the usefulness of organizational surveys in a number of ways. One problem is that low response rates, with all other things equal, mean smaller samples. Smaller samples negatively impact statistical power, preclude the use of certain statistical techniques, and increase the size of confidence intervals around sample statistics. Low response rates also undermine the perceived credibility of the survey results (p. 1104).”

While consideration must be given to non-responses and smaller sample size, the findings from this research study might be generalizable to four-year public colleges within the state of Florida. Generalizability to other states might be less certain. Each state’s community college system might differ from that of the research study. However, where the demographics are similar to those in the current study, it is possible that the findings from this study might pertain.

**Summary**

Chapter Four described the results of this research study. Included within this chapter was information regarding the study population, survey instrument, setting of the study, and the statistical results. Tables, graphs, descriptive statistics, and percentage tables were provided to give additional details of the results of this study.
Each of the four research questions was discussed with pertinent questions from the survey instrument included and explored. Findings for each of the research questions were calculated and were incorporated into tables and graphs, where relevant, to support the findings. Descriptive statistics tables were provided, and, to provide additional details of the relationships between variables, analyses of variances (ANOVAs) were conducted. Where the ANOVA identified a statistically significant relationship between variables, a post-hoc Tukey’s HSD test was conducted. Composites were formed for each of the first three sections of the survey instrument: Globalization, Internationalization, and student affairs administrators’ Role in internationalizing the community/state college. Regression analysis was conducted to identify the strength and direction of student affairs administrators’ attitudes about Globalization, Internationalization, and Role. Graphs of relevant data were provided where appropriate.
CHAPTER FIVE

SUMMARY

This chapter provides a précis of the research study, including the purpose of the study, data collection and analysis, research findings relevant to the research questions, and implications from this study. This chapter also proffers the limitations, considerations for future research, and a final conclusion.

Overview

Globalization and internationalization are topics which can kindle people’s emotions. Today’s modern global world, with instantaneous communications that bring the world to us and us to the rest of the world, is changing at an ever faster pace. Economies have shifted, with some countries taking full advantage of the flattening of the world and building workforces that out-compete many countries, while other countries decline through stagnation of technology and lack of creative ideas. Globalization brings with it the need for workers to develop “global skills” that enable them to communicate and work effectively with a diversity of people.

Internationalization has been defined in substance as being higher education’s response to globalization (Deardorff, 2004; Ellingboe, 1998; Knight, 2003; Altbach & Knight, 2007; Knight, 2011). These responses are actions that may be taken by higher education in general, or by individual institutions or educational groups in particular, in an effort to address the opportunities and challenges of a changing world. Institutions of higher education have a responsibility to be aware of the effects of globalization and internationalization and to provide students with the knowledge, skills, abilities and attitudes to survive global changes. Research has been conducted
on the role of faculty in internationalizing the curriculum, most recently by Clark (2013), but little research has been conducted to learn about the attitudes and role of student affairs administrators in internationalizing the colleges. Even less research has been conducted with student affairs administrators in community/state colleges, so this research study adds to the body of knowledge on this essential topic.

The purpose for this research study was threefold. This study evaluated student affairs administrators’ attitudes related to globalism and internationalization and their strategies for implementing and incorporating internationalization efforts at their colleges. Secondly, this study examined the relationship between student affairs administrators’ attitudes about globalization, internationalization, and what respondents thought to be the role of student affairs administrators in internationalizing the community/state college. Finally, this study explored the relationship between student affairs administrators’ attitudes about their perceived role in internationalizing the community/state college and certain demographic variables.

**Data Collection and Analysis**

This research study surveyed student affairs administrators working at community/state colleges in the Florida College System (FCS). Permission was sought from all 28 FCS institutions, with 25 (89%) of the colleges providing institutional approval for their student affairs administrators to participate. A total of 337 individuals whose roles were identified as being student affairs administrators were recruited, with 136 responding to the survey for a participation rate of 40.4%. Participants were recruited via email, with each individual receiving a blind copy so as to maintain anonymity.

The survey instrument utilized in this study was written using questions from three previous research studies as a base (Clark, 2013; Genelin, 2005; O’Connor, 2009). The previous
surveys were conducted in community colleges with general education faculty. The survey used for the current study was divided into four sections, with Sections I (Globalization), II (Internationalization), and III (Student Affairs Administrators’ Role in Internationalization) using a Likert-type scale with the following ratings: Strongly Agree = 5; Agree = 4; Neither Agree nor Disagree = 3; Disagree = 2; and Strongly Disagree = 1. Section I of this survey asked questions related to respondents’ attitudes about Globalization; Section II sought to learn about respondents’ attitudes about Internationalization; Section III was devised to learn about respondents’ perceptions of the Role of student affairs administrators in internationalizing the community/state college. The study also utilized information from the fourth section of the survey, which asked demographic questions, to form the independent variables. The last question was open-ended, allowing respondents to write in responses regarding their thoughts on the role of student affairs administrators in internationalizing the college.

Composite mean scores were calculated for the first three sections of the survey in order to address the research questions. This process was conducted for each of the first three survey sections to develop three composite mean scores for each participant. Cronbach’s alpha was conducted on each of the three composites, with analyses indicating strong reliability for each of the composites. Analyses of Variance (ANOVAs) were calculated and post-hoc Tukey’s tests were conducted where the ANOVA showed a $p<.05$. Regression analyses also were conducted when appropriate. Pearson Product Moment Correlation Coefficients were computed for the three sections of Globalization, Internationalization, and student affairs administrators’ Role in internationalization in order to define the strength and direction of the relationship between each question in the section with each of the other questions within the same section and the composite score.
Research Findings Relevant to the Research Questions

**Research Question One.** *What are the attitudes of student affairs administrators within the Florida College System (FCS) about globalization?*

**Findings for research question one.** Largely, respondents concurred that globalization is “here”, that globalization is a good thing for the economy and the individual, and that it will require changes in education, training, and our views of the world (see Table 7). All seven items within the Globalization section of the research survey received high numbers of responses for the “agree” or “strongly agree” categories. The two survey questions asking whether a global economy will require workers in my community to have the ability to work with people from other cultures or countries each received the highest rankings for this section of the survey, with 95% agreement. Also receiving a strong agreement ranking was the statement that “Overall, globalization is something we must accept, and we must find ways to successfully respond to the challenges it will create.” This statement received 90% agreement, providing an indicator that student affairs administrators are cognizant of how globalization affects their lives and that they believe these effects also impact their communities and their own roles as student affairs administrators. About 87% of the respondents were in agreement with the statements that globalization is a good thing for the US economy and globalization will require major changes in how we educate our students.

**Research Question Two.** *What are the attitudes of student affairs administrators on the need for their colleges to become more internationalized?*

**Findings for research question two.** Questions in Section Two of the research survey elicited information about respondents’ attitudes towards internationalizing their college. Responses indicated that respondents generally concurred with the concept of internationalizing
their colleges (see Table 9). Data from this research study identified a statistically significant relationship between participants’ attitudes about Globalization and their attitudes about the importance of Internationalization (see Table 14). Items that were more broad in nature received the highest percentages of “agree” and “strongly agree” responses. A total of 91.7% of the respondents agreed or strongly agreed that “Multicultural affairs at [their] college should include a broad international/global definition of diversity,” and 89.4% agreed or strongly agreed with the statement “My college should have a plan designed to increase international/global understanding among students.”

While respondents generally were in agreement with the questions asked in this section of the survey, their responses were not as harmonious for items related to more traditional methods of internationalizing colleges, such as encouraging students to take more foreign language courses (67.7% agreed or strongly agreed). Sixty-six percent of the respondents were in agreement that their “college should establish a college-wide task force to look at how the college might improve students’ preparation for a global economy,” but only 53.4% were in agreement when asked about actively recruiting students from other countries. As discussed in Chapter Four, 27.1% of the responses for requiring a foreign language and for recruiting international students neither agreed nor disagreed, indicating decreased certainty about these aspects of internationalization on the campus. Without knowing these respondents’ reasons for neutrality or disagreement on these questions, it isn’t possible to know with any certainty why so many respondents were not in agreement with these more traditional methods of internationalization. Some respondents’ written-in comments indicated that their colleges had scaled back on staff and could not afford to add necessary staff to support international students, so this may have had some impact on the question of recruiting more international students.
However, funding concerns are different from individuals’ beliefs, and it remains the fact that a significant percentage of the respondents (46.6%) were not actively in agreement with the question regarding recruiting students from other countries.

**Research Question Three.** *What is the relationship between FCS student affairs administrators’ attitudes relative to globalization, internationalization, and their perceived role of student affairs administrators in internationalizing the community college?*

**Findings for research question three.** Questions in this section sought to identify the degree of support respondents had for whether certain internationalization activities should be included as a function of the student affairs administrators’ role (Table 11). Respondents indicated agreement with the majority of the survey questions within this section of the survey. Questions asking whether “student affairs administrators should serve a significant role in ensuring appropriate training so that staff have skills to work effectively with a diverse student population” (93.2% agreement) or in helping the campus to “celebrate diversity of ethnicities, religions, and cultures on campus” (92.5% agreement); and whether student affairs administrators “should work with all areas of the college to create a more global perspective for students” (91.7% agreement) received stronger agreement ratings. However, fewer respondents (74.4%) agreed or strongly agreed that student affairs administrators’ roles should include “the development of college policies governing cultural/ethnic acceptance.” It is interesting to note that 21% of the respondents neither agreed nor disagreed with the statement that student affairs administrators’ roles should include developing college policies governing cultural/ethnic acceptance. This mixed response could be due to the variety of student affairs administrators’ roles included in this research survey since responsibilities differ; it may be that vice presidents,
associate vice presidents, and deans might view this question differently than directors of admissions, athletics, financial aid, or testing.

The overall concurrence with the survey questions in this section, with 87% or more of the respondents indicating agreement or strong agreement with six of the eight questions, would demonstrate the strength of agreement that student affairs administrators feel for the types of internationalization activities described within this section of the survey. Composite mean scores for Globalization, Internationalization, and student affairs administrators’ Role in internationalizing the college were calculated and confirmed a statistically significant relationship between these three composites at the \( p < .001 \) level. Data showed that each of these three composites was highly correlated with each of the other composites. Additionally, a regression analysis conducted to ascertain the relationship between Globalization composite mean scores, Internationalization composite mean scores, and student affairs administrators’ Role composite mean scores indicated a statistically significant relationship between Globalization and Internationalization as related to what the respondents believe should be student affairs administrators’ Role in internationalizing their colleges \( (r = .793, r^2 = .629, p < .001) \).

**Research Question Four.** *What is the relationship between attitudes about the perceived role of student affairs administrators in internationalizing the community college and the following key demographic variables?*

**Findings for research question four.** This was a multi-part research question, concentrating on several demographic variables to inquire whether these variables had any statistically significant relationship with respondents’ attitudes about the perceived role of student affairs administrators in internationalizing the community college.
The data supported the possibility that the job one has may make a difference in respondents’ perception of the student affairs administrator’s Role in internationalization ($p<.030$; effect size = 0.24); however, there were no significant differences between any of the pairs of means, indicating that there were no statistically significant differences between job categories as related to the student affairs administrators’ Role composite.

The data showed a statistically significant correlation between the number of years of experience in higher education that respondents possessed and their attitudes about the role student affairs administrators should serve in internationalizing the college. The greater the number of years the individual had worked in higher education, the higher their Role composite mean score ($r = .191$, $r^2 = .036$, $p<.031$). The relationship between these two variables was statistically significant and provided a general direction; however, the low correlation between these variables prevented the relationship from having much applicable significance (see Table 23).

Fluency in a language other than English was found to have some statistical significance ($p<.04$; effect size = 0.02). The data showed that student affairs administrators who possessed higher levels of fluency in a language other than English were more likely to view foreign language skills as being important to internationalizing the community/state college than those who were less proficient in another language or who possessed no foreign language skills. The data showed a statistically significant relationship between higher levels of fluency and attitudes regarding Internationalization; however, the relationship between higher levels of foreign language fluency and Role was not statistically significant. It was noted that the preponderance of those with higher foreign language fluency worked in director or mid-level administrator roles, with those in higher level roles possessing less foreign language fluency.
Also showing a statistically significant relationship with Role was respondents’ self-rating of their own participation in any kind of international activity as compared with perceptions they held of the international experience of the majority of their peers \( (p<.001; \text{ effect size} = 0.39) \). Data showed that those respondents who classified themselves as having “extensive” or “very good” international activity experience as compared with those who ranked their international activity as being “nominal” also exhibited stronger composite mean scores related to student affairs administrators’ role in internationalizing the college. Those who ranked themselves in the “extensive” category also had stronger composite mean scores for “Role” when compared with those whose responses placed them into the “fair” category, indicating that those who possessed “extensive” international activity experience also were more likely to have stronger support of the role student affairs administrators should have in internationalizing their community/state colleges.

The survey asked one open-ended question, “In what other ways do you see that student affairs administrators should be involved in internationalizing our college campuses?” Respondents mentioned suggestions such as recruitment, support (including counseling and mentoring) for incoming international students, fundraising to help students (including international students) with travel/study abroad programs, creating additional opportunities for faculty, staff, and student cultural exchange, promoting open acceptance and discussion of multiculturalism among students and staff, and offering more cultural awareness activities on the campuses. Other comments suggested that community colleges should keep their focus on the local versus global economy and expressed concerns of a mission change if more emphasis is placed on internationalizing the college. These comments augment understanding of the
respondents’ thoughts on activities with which student affairs administrators believe they should – or should not – be involved in internationalizing their campuses.

**Discussion of Research Findings**

**Attitudes about Globalization**

Colleges need to be aware of the effects of globalization so they can prepare students with the attitudes, knowledge, and skills needed for success in a global world. The 2011 American Council on Education (ACE) Blue Ribbon Panel on Global Engagement report *Strength through Global Leadership and Engagement: U.S. Higher Education in the 21st Century* states:

> [It] is the obligation of colleges and universities to prepare people for a globalized world, including developing the ability to compete economically, to operate effectively in other cultures and settings, to use knowledge to improve their own lives and their communities, and to better comprehend the realities of the contemporary world so that they can better meet their responsibilities as citizens. (p. 14)

Subsequently, the American Council on Education (ACE)’s report *Mapping Internationalization on U.S. Campuses: 2012 Edition* asserts that

One of the fundamental duties of U.S. higher education is to prepare students for productive and responsible citizenship. In the early 21st century, this means preparing students to live and work in a society that increasingly operates across international borders. Graduates must possess intercultural skills and competencies to be successful in this globalized world, and higher education institutions must commit to helping students achieve these outcomes. (p. 3)
Student affairs administrators who participated in the current research study revealed an awareness of the impacts of globalization upon our world, with all seven survey items receiving strong agreement ratings. Fundamentally, respondents were in agreement that globalization is present, that is a good thing for individuals and for the economy, and that globalization requires revisions to education and training as well as our perspectives of the world. About 95% of the respondents agreed that global workers will need to have the ability to work with people from other cultures and countries, and 87% were in agreement that globalization will require major changes in how we educate our students.

A recent study (Clark, 2013), conducted with general education faculty working within the FCS institutions, asked similar questions for the Globalization section of the survey. Interestingly, the student affairs administrators’ agreement ratings for each question in this section were 6-13 points higher than for the faculty respondents’ answers. The largest difference in agreement ratings were related to whether globalization is a good thing for the U.S. economy (86.7% agreement from student affairs administrators versus 74.4% faculty agreement) and whether the global economy would require workers to have the ability to work with people from other countries/cultures (95% versus 81.8% agreement).

In questions related to education and training, there was a nearly 8% difference between student affairs administrators’ ranking and that of the general education faculty on the question of whether globalization will require major changes in the way students are educated (87% agreements from student affairs administrators as compared with 79.1% from general education faculty) and a similar difference on a related question of whether globalization will require workers to have the ability to respond to a changing job market by reinventing themselves (84.9% agreement versus 77.3%).
Attitudes about Internationalization

Globalization’s influence on higher education and the attitudes of student affairs administrators in this research study relative to Globalization were presented in the previous section. Internationalization of our nation’s community and state colleges has been a widespread discussion for many years, but recent reports would indicate that we are not moving quickly and fully enough to internationalize our colleges substantively. Making these changes requires leadership and ongoing work to ensure that positive and thoughtful efforts will continue and that they become incorporated into the college’s structure.

According to the American Council on Education’s *Mapping Internationalization on U.S. Campuses, 2012* the comprehensive internationalization process “requires a clear commitment by top-level institutional leaders, meaningfully impacts the curriculum and a broad range of people, policies, and programs, and results in deep and ongoing incorporation of international perspectives and activities throughout the institution” (p. 3). Many community colleges are focusing more intensely on internationalization activities, however. Statistics provided in the *Mapping Internationalization on U.S. Campuses, 2012* report indicate that 50% of institutions offering associate degrees reported that “internationalization has accelerated on their campuses in recent years” (p. 6). The areas reported as having the most attention and transformations include “internationalizing the curriculum at the home campus; strategic partnerships with overseas institutions, governments, or corporations; and expanding international student recruitment and staff” (p. 6).

It is interesting to note that these three items were addressed within the current research study, and that the survey respondents indicated solid agreement with only two out of three of these areas. The question related to strategic partnerships with overseas institutions was
addressed by the research survey’s Question 12 (77.5% agreement); research survey Question 13 (78% agreement) related to internationalizing the curriculum, asked whether respondents agreed with the statement that “All associate degree students at my college should be required to take at least one general education course that has an international/global focus;” however, there was significantly less accord for research survey Question 15 (53.4% agreement) which asked about actively recruiting students from other countries. Since international student recruitment has been viewed as a traditional form of internationalizing the college, the lack of concurrence for this activity is essential to note. Future researchers may want to follow-up on this concern since it may indicate a dissonance between traditional practices and community/state college student affairs administrators’ beliefs.

Research survey respondents were more in agreement with the statements that their college’s definition of multicultural affairs “should include a broad international/global definition of diversity” (91.7% agreement) and that their college “should have a plan designed to increase international/global understanding among students,” (89.4% agreement). As previously noted, survey respondents concurred less with the more traditional internationalization efforts when asked whether they thought their colleges should encourage students to take more foreign language courses (67.7% agreement), establish a college-wide task force to look at how the college might improve students’ preparation for a global economy (66.1% agreement), or recruit students from other countries (53.4% agreement).

**Student Affairs Administrators’ Role in Internationalization**

Student affairs administrators responding to the current research survey generally indicated agreement with questions asked relative to internationalization activities in which they believed their college should be involved. The need for student affairs administrators to be aware
and proactive in internationalizing their colleges was underscored in a chart and accompanying information identifying colleges and universities’ “Most Vital Catalyst in Spurring Internationalization in Recent Years” (Mapping Internationalization on U.S. Campuses, 2012, p. 10). While institutions’ presidents, chief academic officers, senior international officers, deans, and students were identified, no mention was made of the role of student affairs administrators. Since many internationalization activities are within the realm of student affairs in community/state colleges (admissions, advising, co-curricular activities and recruitment, for example), student affairs administrators have a responsibility and role to serve in internationalization efforts.

Respondents to the current research study believed that student affairs administrators should serve a significant role in “ensuring appropriate training so that staff have skills to work effectively with a diverse student population” (93.2% agreement), “helping the campus to celebrate diversity of ethnicities, religions, and cultures on campus” (92.5% agreement), and working “with all areas of the college to create a more global perspective for students” (91.7% agreement). On the lower end of the spectrum, only 74.4% were in agreement that student affairs administrators’ role included “the development of college policies governing cultural/ethnic acceptance.”

The overall agreement in the responses to this section of the survey indicated that respondents see the role of student affairs administrators as including these particular aspects of internationalization. Of interest in this section were the number of neutral responses within several questions’ ratings. As cited in Chapter Four, the survey question inquiring about student affairs administrators’ role in the development of college policies governing cultural/ethnic acceptance received an overall agreement rating of 74.4%, with 21% of the respondents
providing neutral responses. Responses to this question would infer that a full one-quarter of the respondents do not believe the role of student affairs administrators includes development of college policies that govern cultural and ethnic acceptance on the campus.

Good leadership necessitates introspection and comprehensive understanding of the culture of the institution (Birnbaum, 1998; Bolman & Deal, 2008; Kouzes and Posner, 2007). Integral to awareness of one’s culture and institution is the leader’s perception of the role each serves within the institution. Failing to fully grasp the intricacies, connections, and responsibilities of the leadership role may contribute to poor decision-making - or a lack of appropriately decisive action when it is needed.

There was a significant relationship between respondents’ attitudes about Globalization, Internationalization, and Role. As the leaders of programs and services which support students’ co-curricular learning experiences, community/state college student affairs administrators impact and establish the focus for their areas of responsibility. Knowing more about these administrators’ attitudes of Globalization, Internationalization, and Role can help colleges build and enhance the internationalization processes at their institutions.

**Relationship between Role and Demographic Variables**

The final research question looked at respondents’ answers to key demographic variables, including international travel experience, multiple language skills, student exchange experience, job responsibilities, years of experience in higher education, age, gender, highest degree earned, fluency in another language, and participation in international activities as compared with their peers.

Overall, student affairs administrators who participated in this research survey indicated a fair amount of international travel experience; nearly 60% indicated international travel times of
more than three weeks, with 27% of the respondents specifying a total international travel of longer than 6 months. However, the data did not reveal a statistically significant relationship between international travel and the perceived role of student affairs administrators.

Of the 133 who responded to the question about speaking a language other than English, 94 (69.4%) did not speak a language other than English. Data from the responses to this question were somewhat surprising since it was anticipated that student affairs administrators in Florida (a culturally diverse state with a high number of speakers of other languages) might be more likely to speak a language other than English.

There was no significant correlation between speakers of languages other than English and student affairs administrators’ Role; however, the data indicated that student affairs administrators who ranked themselves as having higher levels of fluency in a language other than English were more likely to view foreign language skills as being important to internationalizing the community/state college than those who ranked themselves as being less proficient in another language or who possess no foreign language skills ($p<.046; \text{effect size}=0.02$) (see Table 30).

The data for the variable of job responsibilities produced a statistically significant relationship with Role; however, no significant differences were found between any of the pairs of means, indicating that, while the job one has does make a difference in attitude toward respondents’ perceptions of the student affairs administrator’s role in internationalization, there weren’t any two measured job categories that could be considered significantly different (see Table 22).

Data also indicated a statistically significant relationship between student affairs administrators’ years of experience in higher education and their attitudes related to Role ($r = .191, r^2 = .036, p<.031$). Analyses found that the more years the individual had worked in higher
education, the higher was their Role composite mean score. This key finding is important to note; it illustrates the relationship between work experience, job-specific knowledge, and an understanding of the role of student affairs administrators in internationalizing the college. This finding also may encourage colleges that are focusing on internationalizing efforts to retain current staff and to continue providing student affairs administrators with opportunities for upward mobility.

There was no significant relationship between age, gender, highest degree earned, and Role. It is interesting to note that, although number of years of work experience in higher education did significantly correlate with Role, age alone did not. This finding indicates that the amount of work experience and time on the job in higher education that student affairs administrators possessed had an impact upon their perspectives regarding the role of student affairs administrators in internationalizing the community/state college.

Data identified a statistically significant relationship between respondents’ self-rating of participation in international activities and their perspectives on the role of student affairs administrators in internationalizing the college (p<.001; effect size=0.39). Respondents categorizing themselves as possessing “very good” or “extensive” international activity experience as compared to their peers who rated themselves as possessing “nominal” international activity experience had stronger composite scores related to student affairs administrators’ Role in internationalizing the college. This finding points out the value of colleges providing student affairs administrators with supported opportunities to gain international activity experiences. As an example, while many colleges see the value of faculty sabbaticals and participation in study abroad programs, most do not offer and support staff and administrators for these types of international activity learning experiences. The finding of this
data highlights the merit of international activities, which can be supported and encouraged by colleges for student affairs staff and administrators. For institutions attempting to expand their internationalization on campus, this is one specific place to begin.

**Implications from the Study**

The history of what has become recognized as student affairs’ role in internationalization is a fairly recent occurrence. As Ping (1999) stated, “The internationalization of student affairs administration is a late-twentieth century expansion of the educational role of student affairs” (p. 13). The current research study sought to add knowledge to the body of research and literature in an area that has had limited examination. No other research study was found which asks these research questions related to the role of student affairs administrators in internationalizing the community/state college.

It is critical for community/state colleges to recognize the importance of global education and internationalization across the college. Research asserts that global education and internationalization should take place across the campus not just in the classroom. Guerin (2009) asserted that “perhaps more than at any other time in history, the challenge to educate community college students has emerged not only in the academic disciplines supporting their chosen professions. The challenge also exists in the overarching cross-cultural and international aspects and ramifications of their future employment and personal lives” (p. 611).

Data from the current study indicated that student affairs administrators working at community/state colleges within the FCS overall displayed a high level of concurrence (agreed or strongly agreed) about globalization and internationalization, and that they perceived the role of student affairs administrators to be integral to the internationalization process at their colleges. Respondents indicated consensus for the majority of survey items related to the role of student
affairs administrators in internationalizing the college. Calculation of the student affairs
administrators’ Role in internationalization composite scores (Table 12) identified a mean score
of 4.20 for this section. This overall high average for this section of the survey indicates
agreement that the activities described are important to the role of student affairs' administrators
in the internationalization of community college campuses.

Respondents to this study agreed that the role of student affairs administrators belonged
in activities that would help create opportunities for students to understand how globalization
would have an impact on their lives; that would help the campus celebrate diversity of
ethnicities, religions, and cultures; that would work with all areas of the campus to create more
global perspectives or students; and that would ensure appropriate training so that staff possess
requisite skills to work effectively with the diverse student population. When offered through
collaborative partnership of academics and student affairs, these activities can be enhanced
through a cooperative and synergistic college-wide program of internationalization. It is
important for community/state college students to have internationalized coursework,
understanding of the global world, and intercultural competence in order to be prepared for
success at the university they attend since universities are internationalizing their curriculums
and co-curricular activities.

Respondents also agreed that working with students from other countries to help them
acclimate to U.S. higher educational practices (i.e., plagiarism, academic integrity, and
classroom etiquette) and to encourage or create more student activities for international students
(international student clubs, international days, specialized orientations) should be part of the
student affairs administrators’ role.
Possessing positive attitudes regarding globalization and internationalization are important; however, concerted and positive action is needed for the role of student affairs administrators to become firmly embedded into the internationalization of the community/state college. Student affairs administrators can make these types of efforts through student affairs divisional meetings, where the clear message is given to staff of the importance of these activities. Encouragement can be made to the multicultural affairs and student activities departments to make a concerted focus on international and global activities throughout the academic year. Many colleges offer an international week; weaving in global and international activities into more programs and events during the year increases the theme of internationalizing the college and enhances the effectiveness of these internalizing activities. At the same time, emphasis must remain on educating and training the “whole” student. As Ping (1999) asserts,

The expanded challenges of the charge of wholeness to student affairs is to seek to educate the whole person to recognize, understand, and accept differences; to extend a global reality of cultural interaction into student organizations and activities; and to make the formal structures of course and degree programs and the pattern of campus life a compatible and reinforcing whole. (p.15)

Student affairs administrators must collaborate with the academic divisions to ascertain the increased roles that student affairs administrators might serve in the internationalization activities in order to address the needs of the “whole” student. Programs such as study abroad typically are seen as a stand-alone academic program; however, student affairs administrators might wish to collaborate with the academic deans to discuss what role they might serve in insuring that students are prepared for study abroad programs. Discussions might also take place
to discuss how faculty could support and incorporate things that students learn from co-curricular activities, such as an international week on campus, and how student affairs administrators could serve to enhance classroom student learning objectives related to internationalizing the curriculum.

Leadership is critical in successfully internationalizing the colleges. As Kouzes and Posner (2007) write, “People expect their leaders to speak out on matters of values and conscience. But to speak out you have to know what to speak out about” (p. 47). The role of student affairs administrators has changed over recent years, from one of support to one with significant leadership responsibilities. It is critical that student affairs administrators provide leadership while serving the best interests of their students and their institution; this requires thought and self-awareness.

Research Question Four, focusing on several demographic variables, included an examination of whether student affairs administrators’ jobs correlated with their perceptions regarding Role. Data from this assessment indicated that the levels of responsibilities may make a difference. Upper level administrators possessed stronger accord for internationalization activities as being part of their role, so it is up to the most senior levels to help increase the focus on internationalizing their colleges.

Limitations of this Study

Each research study possesses some limitations. The most significant of the limitations for this study was the size of the population (337) and the resulting population (136) of those who participated. While the participation rate was strong (40.4%), and 25 of the 28 FCS colleges allowed staff participation, it is not known how well each institution was represented. Three institutions did not provide approvals for student affairs administrators to participate in this
research study, so the contributions of these individuals and institutions were not represented. There were several findings with low but not statistically significant probabilities; however, a slightly larger population might have made a difference in the results of the data analyses. Location and size of the institutions might make a significant difference in the results of a future study.

Other limitations which should be considered when examining this research study include the following:

1. The population used for this study was a convenience sample of student affairs administrators at public community/state colleges in the FCS, United States. Any research findings resulting from this study should be generalized only to this population. Student affairs administrators who participated in this study may not accurately represent other student affairs administrators within public or private universities in Florida or elsewhere.

2. The study was accurate only to the extent that participants’ responses to the survey were complete, that participants understood each question, and that they responded with honesty.

**Future Research**

This study had a three-fold purpose: to assess the attitudes of student affairs administrators about globalization and internationalization, and their strategies for effecting internationalization efforts at their community/state colleges. Additionally, this study examined the relationship between student affairs administrators’ attitudes about globalization and internationalization and what they considered to be the role of student affairs administrators in internationalizing the community/state college. Finally, this study investigated the relationship
between student affairs administrators’ attitudes about their perceived role in internationalizing the community/state college and certain demographic variables. The findings from this research would offer the following suggestions for future research:

1. This study was limited to student affairs administrators working at a community/state colleges in the FCS. This purposeful limitation of the population, therefore, limited the total N. Future research studies might include a broader range of institutions and/or look at different job categories such as vice presidents of student affairs/student development. There are a number of states with four-year public state colleges, so perhaps a larger state or a regional approach might garner additional insight on this important topic.

2. The survey instrument was purposefully limited in length and scope; future research studies might want to add questions or to borrow some from the current research survey’s instrument to expand the survey instrument. More follow-up or write-in questions might be included to provide clarification. Future researchers may wish to incorporate this survey into a qualitative study with senior student affairs administrators and one or two other specific job categories. A qualitative study would allow for follow-up questions and discussions that might provide further clarification on these research questions.

3. Future researchers may seek to learn more about actual student affairs administrators’ job responsibilities and, with a larger population, develop specific job categories so that a more accurate picture may be obtained of the role that individuals within each job category believe student affairs administrators should have in internationalization.
4. Future research studies might assess what types of co-curricular activities student affairs administrators believe would teach students global skills and serve to enhance internationalization. Much research has been conducted on the global competencies workers will need to compete in today’s global marketplace (Bremer, 2006; Brustein, 2007; Commission on Abraham Lincoln Study Abroad Fellowship, 2005; Deardorff, 2006; Deardorff and Hunter, 2006; Dellow, 2007; Fantini, 2009; Friedman, 2006; Hunter, 2006; Hunter, White, & Godbey, 2006; Olney, 2008; Romano & Dellow, 2009). Research also has focused on student learning outside of the classroom (Braskamp, 2011; Castellanos, Gloria, Mayorga, & Salas, 2007; Shushok et al., 2009). Future research might ask if there are particular global attitudes, knowledge, and skills that respondents believe would best be learned through out-of-class co-curricular experiences. For example, intercultural communications, respect for cultural differences, knowledge of different languages and cultures, might be best learned through the college’s official student activities’ events and functions.

5. Future researchers might also conduct a survey of student affairs administrators to look at intercultural competence. The results of the current study would indicate that student affairs administrators in general are supportive of internationalization activities at their colleges. Further questions might be asked about the depth and breadth of their intercultural skills and knowledge. Data from the current study indicated that the majority of student affairs administrators in Florida’s community/state colleges are not knowledgeable of foreign languages. Would this lack of foreign language skills relate with intercultural competencies?
Future researchers may want to consider a study that would seek clarification on the similarities and differences between the thoughts and beliefs of student affairs administrators and general education faculty regarding their attitudes about globalization.

**Conclusion**

This research study focused on the critical but little-researched topic of the role of student affairs administrators in internationalizing the community/state college. Few American college students will have the opportunity to participate in study abroad programs (Deardorff, 2006) or to host international students in their homes. Additionally, for many community college students, the global experiences and perspectives they learn may come only from their time at the community/state college (Green, 2007), so it is important that colleges provide these opportunities both in class and in co-curricular activities. Treat and Hagehorn (2013) state that:

> Today, postsecondary institutions of all kinds can no longer be insulated from global concerns. Nor can students be educated without at least some global knowledge and the expectation of living in a globalized environment. There is an acute need for increased access to relevant, responsive, socioeconomically progressive international education. The community college is uniquely situated to pivot as a key global partner for the democratization and development of a global workforce. (p.6)

This study confirmed that student affairs administrators working in the FCS showed solid consensus regarding the questions of globalization and internationalization, and that this agreement correlated strongly with the respondents’ perceptions regarding the role student affairs administrators should serve in internationalizing the community/state college. Student affairs administrators agreed that the role of student affairs administrators is integral to
internationalization, and they generally agreed on what activities were critical to the role of the student affairs administrator. The data showed that scores of student affairs administrators who indicated possession of greater fluency in a foreign language and more higher education work experience had stronger correlations with the Role of student affairs administrators in the internationalization process.

Knowing more about student affairs administrators’ attitudes relative to Globalization, Internationalization, and their Role in internationalization enhances the overall knowledge about college internationalization. It also provides essential information and knowledge about the future of student affairs as a whole. Student affairs administrators must collaborate with the academic divisions to ascertain the increased roles that student affairs administrators might serve in the internationalization activities in order to address the needs of the “whole” student. Colleges trying to develop their internationalization efforts would do well to support opportunities for student affairs administrators to study a language other than English and to have international travel opportunities (paid sabbaticals, for instance), especially for administrators with less higher education experience. These variables correlated positively with student affairs administrators’ perceptions of internationalizing the college.

Community/state colleges continue to mature and are able to change with the needs of their students, community, and even the world. “From locally focused institutions intent on access and affordability to higher education, workforce preparation, and community engagement, the contemporary community college is poised as a global partner for the democratization and development of a global workforce” (Treat & Hagehorn, 2013, 5-9). As colleges change, student affairs administrators must be poised to help lead their institutions and students into a more global educational world.
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Envisioning the future of student affairs.


APPENDIX A

PERMISSION TO USE SURVEY QUESTIONS: NANCY L. GENELIN, PH.D

>>> Nancy Genelin <Nancy.Genelin@southcentral.edu> 1/22/2013 9:40 AM <<<

Yes, please use my instrument. I wish you well in your research.

From: Donna Burdzinski [mailto:burdzi4@phcc.edu]
Sent: Saturday, January 19, 2013 11:24 AM
To: Nancy Genelin
Subject: Seeking permission to use portions of your doctoral dissertation survey

Hello, Dr. Genelin,

I am a doctoral student in the higher education leadership doctoral program at the University of South Florida. My topic focuses on globalization and internationalizing the community college from the Student Affairs perspective, and I find that your survey addresses some of my research questions. Dr. Donald Dellow, my dissertation committee chair, and a colleague, Bonnie Clark, shared your survey instrument with me because they thought that it would fit well with my research study.

I am writing my own survey and I am seeking your permission to use parts of your survey in my own survey instrument. If you give your approval, I would, of course, credit you in my dissertation.

Thank you, in advance, for your approval and for your assistance.

Donna

Donna Burdzinski
Dean of Student Enrollment and Retention
Pasco-Hernando Community College
10230 Ridge Road
New Port Richey, FL 34654-5199
727-816-3767
Fax: 727-816-3208
APPENDIX B

PERMISSION TO USE SURVEY QUESTIONS: GAVIN C. O’CONNOR, PH.D

RE: Permission to use portions of your research survey?
From: "OCONNOR, GAVIN C." <oconnorg@otc.edu>
To: Donna Burdzinski <burdzid@phcc.edu>
Date: Monday - November 26, 2012 9:17 AM
Subject: RE: Permission to use portions of your research survey?

Donna,

I would be more than willing to allow the use of my survey questions. I think it is great that you are looking at internationalization from the Student Affairs perspective. Please let me know if there is anything I can do to help further. Also, I would be very interested in seeing your final dissertation to see how you are addressing this topic from the Student Affairs side.

Thanks and all the best during this process.

Gavin C. O'Connor, Ph.D.
Assistant Dean of Academic Services
Ozarks Technical Community College
1001 East Chestnut Expressway
Springfield, MO 65802
417-447-8241
Fax 417-447-8153

Donna,

I am a doctoral student in the higher education leadership Ed.D program at the University of South Florida. I am completing a dissertation study that dovetails with your research survey. My dissertation committee chair, Dr. Donald Dellow, and a colleague, Bonnie Clark, shared your dissertation with me because they thought that your survey would align well with my research study. My topic focuses on globalization and internationalizing the community college from the Student Affairs perspective, and I find that your survey addresses some of my research questions.

I am writing my own survey and I am seeking your permission to use portions of your survey for my study. If you approve, I would, of course, credit you in my dissertation. Thank you, in advance, for your approval and for your assistance.

Donna Burdzinski
Dean of Student Enrollment and Retention
Pasco-Hernando Community College
10230 Ridge Road
New Port Richey, FL 34654-5199
727-816-3767
APPENDIX C

PERMISSION TO USE SURVEY QUESTIONS: BONNIE CLARK, ED.D

From: Bonnie Clark
To: Burdzinski, Donna
Date: Sunday - November 25, 2012 6:32 PM
Subject: Re: Requesting your permission to use your dissertation survey

Donna --

You certainly have my permission to use whatever portions of my survey match up with your current research. I will be interested to know the outcome of your study.

Bonnie

Bonnie Clark
Associate Provost
450 Beverly Court
Spring Hill, FL 34606
(352) 340-4801 (352) 340-4801
FAX: (352) 340-4967
clarkb@phcc.edu

Hello, Ms. Clark,

As you know, I am a doctoral student in the higher education leadership Ed.D. program at the University of South Florida. I am completing a dissertation study that dovetails with your current research survey. My dissertation committee chair, Dr. Don Dellow, has encouraged me to review your survey since he thought that it would align well with my research study. My dissertation topic focuses on globalization and internationalizing the community college from the Student Affairs perspective, and I find that your survey addresses many of my research questions.

I am writing my own survey and I am seeking your permission to use portions of your survey for my study. If you provide your permission, I would, of course, provide appropriate credit to you in my dissertation. Thank you, in advance, for your approval and for your assistance with my research study.

Best regards,
Donna

Donna Burdinski
Dean of Student Enrollment and Retention
Pasco-Hernando Community College
10230 Ridge Road
New Port Richey, FL 34654-5199
727-816-3767
Fax: 727-816-3208

http://webmail.phcc.edu/gw/webacc?action=Item.Read&User.context=f9bc73d3bd1e7d7a19d3732f61d7529abe76d052&Item.drn=265955z20z0&merge=msgsitem&Item.index=3
APPENDIX D

SURVEY INSTRUMENT

*Attitudes Toward Globalization and the Role of Student Affairs Administrators in Internationalization of Community Colleges*

**DIRECTIONS:** Indicate your agreement with the statements in each of the following categories by checking the appropriate box.

**Section I: Globalization**

For the purpose of this study, globalization is defined as: *“the flow of technology, economy, knowledge, people, values, and ideas across borders”* (Knight, 2003).

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>1. Overall, I think globalization is a good thing for the United States economy.</td>
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<td>2. Overall, I think globalization is a good thing for me.</td>
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<td>3. A global economy will require workers in my community to have the ability to work with people from other cultures.</td>
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<td>4. A global economy will require workers in my community to have the ability to work with people from other countries.</td>
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<td>5. A global economy will require workers in my community to have the ability to respond to a changing job market by reinventing themselves.</td>
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<td>6. Globalization will require major changes in how we educate our students.</td>
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<td>7. Overall, globalization is something we must accept, and we must find ways to successfully respond to the challenges it will create.</td>
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</table>
### Section II: Internationalization

For the purpose of this study, internationalization is defined as: "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education." (Knight, 2003)

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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>My college should have a plan designed to increase international/global understanding among students.</td>
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<tr>
<td>9.</td>
<td>“Multicultural affairs” at my college should include a broad international/global definition of diversity (to include language, customs, ethnicity, etc.)</td>
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<td>10.</td>
<td>My college should encourage students to take more foreign language courses.</td>
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<tr>
<td>11.</td>
<td>International exchange opportunities should be available to faculty and staff at my college.</td>
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<tr>
<td>12.</td>
<td>My college would benefit from having a collaborative relationship with an institution in another country.</td>
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<td>13.</td>
<td>All associate degree students at my college should be required to complete at least one general education course with an international/global focus.</td>
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<td>14.</td>
<td>My college should create a campus-wide task force to examine how the college can better prepare students for a global economy.</td>
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<td>15.</td>
<td>My college should actively recruit students from other countries.</td>
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<td>16.</td>
<td>My college should encourage faculty to provide study abroad opportunities for students to travel/study in other countries.</td>
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</table>
Section III: Student Affairs Administrators Role in Internationalization

For the purposes of this study “student affairs administrators” are operationally defined as: *mid- and upper-level college professional staff who supervise areas responsible for the out-of-class experience and learning of students. These areas of supervisory responsibility may include admissions, academic advising, athletics, career counseling, disability services, financial aid, recruitment and retention, multicultural affairs, student activities/life, student development, student records, student support, and testing.*

The following questions deal with student affairs administrators’ self-perceived roles in internationalizing community college campuses.

<table>
<thead>
<tr>
<th>Please indicate your degree of agreement with the following:</th>
<th>Strongly Agree</th>
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<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student affairs administrators should serve a significant role in:</strong></td>
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<td>17. …helping to create more opportunities for students to understand how globalism will impact their lives.</td>
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<td>18. …helping the campus celebrate the growing diversity of ethnicities, religions, and cultures on campus.</td>
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<td>19. …encouraging and/or creating more student activities for international students (i.e., international students’ clubs, international days, or specialized orientations, etc.).</td>
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<td>20. …the development of college policies governing cultural/ethnic acceptance.</td>
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<tr>
<td>21. …assisting students from other countries to learn about U.S. higher education practices and procedures (i.e., plagiarism, academic integrity, and classroom etiquette).</td>
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<td>22. …working with all areas of the college campus to create a more global perspective for students.</td>
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<td>23. …ensuring appropriate training so that staff have skills to work effectively with a diverse student population.</td>
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Section IV: Demographic Information

Please answer the following questions pertaining to personal, professional and/or college information:

24. What is your gender?
   - Female
   - Male
   - Transgender

25. In what year were you born? (Please choose the date from the drop down list.)

26. How many years have you worked at a community college in an administrative/leadership position?
   - 1-5
   - 6-10
   - 11-15
   - 16-20
   - 21-25
   - 26 or more

27. How many years have you worked in other higher education settings?
   - 1-5
   - 6-10
   - 11-15
   - 16-20
   - 21-25
   - 26 or more

28. What is your highest degree earned?
   - None
   - Associate
   - Bachelor
   - Masters
   - Doctorate
   - Other

29. Please select from the drop-down box the job title which most closely defines your job at your institution:
   - Vice President of Student Affairs/Development
   - Associate Vice President of Student Affairs/Development
   - Dean of Student Affairs/Student Development
   - Dean of Student Life/Activities
   - Associate Dean of Student Life/Activities
• Associate Dean of Student Affairs/Development
• Assistant Dean of Student Affairs/ Development
• Director Student Enrollment Services
• Registrar
• Director of Admissions
• Director of Financial Aid
• Athletic Director
• Director of Careers/Testing
• Director of Information/Call Center
• Director of Student Life/Activities
• Other (please state title: ________________________)

30. How would you describe your primary work location (i.e., at which type of campus do you spend the majority of your work day?)
   • Urban (city with a population of 200,000 or more)
   • Suburban (located just outside a large city of 200,000 or more)
   • Rural (farming or other type or similar community)

31. Were you born outside of the 50 states of the United States?
   • Yes (Please answer question 32)
   • No (Please proceed to question 33)

32. If you answered “yes” to question 31, please enter your country of birth ________________ and indicate how many years you have been in the United States.
   • 1-5
   • 6-10
   • 11-15
   • 16-20
   • 21-25
   • 26 or more

33. What international experience (travel/study) outside of the United States have you had?
   • Lived or studied abroad for more than one year
   • Total time abroad longer than 6 months but less than one year
   • Total time abroad lasting longer than 6 weeks but less than 6 months
   • Total time abroad of 3 to 6 weeks
   • Total time abroad of up to 3 weeks
   • None

34. Do you speak a language other than English?
   • Yes – please specify what language(s) ____________________________?
   • No
35. If yes to # 34, how fluent would you rate your abilities in that language? (If you speak more than one other language, please respond regarding the language in which you are most proficient.)

- Like native speakers
- Excellent
- Intermediate
- Good
- Basic

36. Please indicate what experience you have had with international student exchange programs (check all that apply)?

- *Hosted* an exchange student
- *Was* an exchange student
- Informal host for individual from another country (length of stay at least 2 weeks)
- Informal stay abroad with a family in that country (length of stay at least 2 weeks)
- No experience with international student exchange programs
- Other (please describe) ________________________

37. How would you rate your own participation in any kind of international activity in comparison with that of the majority of your peers?

- Extensive
- Very good
- Fair
- Minimal
- Nominal

38. How would you rate the success of your institution in maintaining an international focus for students?

- Very Good
- Good
- Fair
- Poor
- Very Poor

39. In what other ways do you see that student affairs administrators should be involved in internationalizing our college campuses? ________________________________

*Some questions used with the permission of Dr. Nancy L. Genelin (2005), Dr. Gavin O’Connor (2009), and Dr. Bonnie Clark (2013).*
APPENDIX E

APPROVAL FROM UNIVERSITY OF SOUTH FLORIDA’S INSTITUTIONAL RESEARCH BOARD TO CONDUCT RESEARCH

RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FWA No. 0001669
1203 Bruce B. Downs Blvd., MDC033 • Tampa, FL 33612-4799
(813) 974-6058 • FAX (813) 974-0791

6/3/2013

Donna Burdzinski, M.S.
Educational Leadership
4202 East Fowler Ave.
Tampa, FL 33620

RE: Exempt Certification
IRB#: Pro00012693
Title: "ATTITUDES ABOUT GLOBALIZATION, INTERNATIONALIZATION, AND THE ROLE OF STUDENT AFFAIRS ADMINISTRATORS IN INTERNATIONALIZING FLORIDA’S COMMUNITY AND STATE COLLEGES"

Study Approval Period: 6/2/2013 to 6/2/2018

Approved Items:
Protocol Document:
IRB PROTOCOL V1.05.20.2013

Consent Script:
Letter of Informed Consent V1.05.20.2013

Dear Ms. Burdzinski:

On 6/2/2013, the Institutional Review Board (IRB) determined that your research meets USF requirements and Federal Exemption criteria as outlined in the federal regulations at 45CFR46.101(b).

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

As the principal investigator for this study, it is your responsibility to ensure that this research is conducted as outlined in your application and consistent with the ethical principles outlined in the Belmont Report and with USF IRB policies and procedures. Please note that changes to this protocol may disqualify it from exempt status. Please note that you are responsible for notifying
the IRB prior to implementing any changes to the currently approved protocol.

The Institutional Review Board will maintain your exemption application for a period of five years from the date of this letter or for three years after a Final Progress Report is received, whichever is longer. If you wish to continue this protocol beyond five years, you will need to submit a new application at least 60 days prior to the end of your exemption approval period. Should you complete this study prior to the end of the five-year period, you must submit a request to close the study.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

Kristen Salomon, Ph.D., Vice Chairperson
USF Institutional Review Board
APPENDIX F

EMAIL SENT TO POTENTIAL SURVEY PARTICIPANTS INVITING PARTICIPATION

To: Student Affairs Administrators in the Florida College System
From: Donna Burdzinski burdzid@phc.edu
Date: (future date when this email will be sent)
Subject: Request for your participation in dissertation survey “Attitudes Toward Globalization and the Role of Student Affairs Administrators in Internationalization of Community Colleges”
Attachments: Letter of consent

Dear Colleagues:

I am writing to request about 10 - 15 minutes of your time to provide critical information for my doctoral research. My primary research interest for my doctoral studies has been the role of student affairs administrators in internationalizing our Florida College System institutions. I am a Doctoral Candidate in Higher Education Administration at the University of South Florida. I also am employed at Pasco-Hernando Community College in New Port Richey, Florida as the Dean of Student Enrollment and Retention.

You are being selected to participate in this research because of your role as a student affairs administrator at your college. Globalization and internationalization have become major concerns of higher education. Although this is a critical topic, very little research has been conducted from the student affairs areas, and even less has focused on student affairs administrators. Student affairs administrators' attitudes related to globalization, internationalization, and roles in internationalization are critical to the future success of our students and our colleges; therefore, the foundation of my doctoral dissertation research will be on your perceptions regarding the importance of global education, internationalizing our community colleges, and, more specifically upon your perceptions of the role of student affairs administrators in internationalizing our community colleges.

I am asking for your support and input for this research by participating in a brief online survey designed specifically to provide knowledge and understanding related to the role of student affairs administrators in internationalization efforts on our Florida College System campuses. Your participation is voluntary and will remain anonymous. You may choose to answer all of the questions, or to skip one or more questions. Information will be reported only as aggregate data with no personal or institutional identifiers collected nor reported. I have limited the scope of my research to study only student affairs administrators in the FCS, so your responses are especially important. I hope you will participate and help provide critically needed knowledge on this little-researched area!

I will be sending out “reminder” e-mails over the next few weeks. In order to maintain full anonymity of the survey, I will send reminders to all participants regardless of your prior participation. Should you receive additional reminder emails following your completion and submission of the survey, please simply delete the reminder, and accept my appreciation in advance. I hope you will take a few minutes now to complete the attached online survey. I hope you will find the survey interesting, and I will be happy to share the results of your aggregate data with you if you should request them.

Attached is a Letter of Consent, in which I am requesting your agreement to participate in this doctoral research. A link to the survey is located at the end of the consent letter attachment. By clicking on this link and continuing to the survey, you will be providing your agreement with the statements in the Letter of Consent. Thank you, in advance, for your support and participation in this critical research. If you should have any questions, please feel free to contact me at burdzid@phcc.edu.

Sincerely,

Donna Burdzinski
Dean of Student Enrollment and Retention
Pasco-Hernando Community College
Ed.D. Candidate, University of South Florida

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APPENDIX G

EMAIL LETTER OF INFORMED CONSENT

Letter of Informed Consent to Participate in Research
Re: University of South Florida (USF) Institutional Review Board Study # 12693
Study title: Attitudes Toward Globalization and the Role of Student Affairs Administrators in Internationalization of Community Colleges

Dear Florida College Student Affairs Administrator:

I appreciate your making the time to complete the attached brief online survey related to your attitudes about globalization, internationalization, and the role you think student affairs administrators should have in internationalization efforts at your College. This anonymous online survey is brief, and should take no longer than 10-15 minutes to complete. No additional time will be requested from you for this research study.

Your responses to this research survey will be anonymous and strict confidentiality will be maintained. In order to further protect the anonymous nature of the responses, answers will be grouped in aggregate form with no personal or institutional identifiers attached. Additionally, the online survey software does not provide researchers with the ability to track identification of participants. Certain individuals may review these records. These individuals include authorized research personnel, members of USF’s Institutional Review Board, employees, the Department of Health and Human Services (DHHS) employees, and other individuals who provide oversight for USF.

As each institution within the FCS is different, your responses are critical to providing full and complete research. A limited number of responses are being recruited, so in order to accurately assess attitudes related to globalization and internationalization, and perceptions of the role student affairs administrators have in internationalizing the Florida College System colleges, your feedback is essential.

To complete the survey, please click on the URL link below. Your participation is voluntary, and should you decide not to participate, there will be no negative consequences to you. **Clicking on the URL link will indicate that you are giving your consent to volunteer as a participant in this research study.** Should you choose not to continue responding to the survey at any point, you may simply close the browser window. If you wish not to answer a particular question, you may skip that question and continue with the rest of the survey. To assure a high response rate, two e-mail reminders will be sent to all possible participants at regular intervals.

Please direct any questions regarding this research to me at burdzid@phcc.edu. Should you have concerns related to the research, or to request information about your rights as a research participant, contact the USF Institutional Review Board at 813-974-5638.

**Survey URL:** (Clicking on this link indicates your consent to volunteer as a participant in this research study)


Thank you for your making the time to contribute to this critical research.
Donna Burdzinski
Dean of Student Enrollment and Retention
Pasco Hernando Community College
Ed.D. Candidate, University of South Florida

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APPENDIX H

ONE-WEEK REMINDER EMAIL TO PARTICIPANTS

To: Student affairs administrators in the Florida College System (FCS)
From: burdzid@phcc.edu (Donna Burdzinski)
Sent: TBA
Subject: Follow-up reminder week one - request for survey participation “Attitudes Toward Globalization and the Role of Student Affairs Administrators in Internationalization of Community Colleges”
University of South Florida (USF) Institutional Review Board #12693

Attachments: Letter of consent

Dear Colleagues:

This is a friendly reminder of my invitation to you to participate in my doctoral research study. If you have already completed the anonymous online questionnaire contained in my previous e-mail, thank you! If you haven’t yet completed the survey, I am hoping you will do so today. This survey is brief, and should require less than 15 minutes of your time to complete.

Recognizing how busy each of you is, I appreciate your making the time to contribute to this research. Your input will provide much-needed information about student affairs administrators’ attitudes about globalization and the role of student affairs administrators on internationalization efforts taking place in our Florida community colleges. Attached is a letter of consent with the link to the survey. When you click on the link to the survey and begin the questionnaire you are agreeing with the statements in the letter of consent.

This email is sent to you due to your role as a student affairs administrator at Florida College System institution. If this does not apply to you, please do not complete this survey.

Please review the Letter of Consent to Participate which is attached to this email. You will find the link to the survey at the end of this letter. Please be advised that, by clicking on the link and continuing on to the survey, you are indicating your agreement to the statements which are written in the Letter of Consent to Participate.

If you have questions, please feel free to contact me at burdzid@phcc.edu.

Thank you again for your quick responses and your participation in this vital research on student affairs administrators’ roles in internationalizing Florida colleges.

Donna Burdzinski
Dean of Student Enrollment and Retention
Pasco-Hernando Community College
Ed.D. Candidate, University of South Florida
APPENDIX I

THREE-WEEK REMINDER EMAIL TO PARTICIPANTS

To: Student affairs administrators in the Florida College System (FCS)
From: burdzid@phcc.edu (Donna Burdzinski)
Sent: TBA
Subject: Week three reminder - request for dissertation survey participation “Attitudes Toward Globalization and the Role of Student Affairs Administrators in Internationalization of Community Colleges”
University of South Florida (USF) Institutional Review Board # 12693
Attachments: Letter of consent

Dear Colleagues:

Three weeks ago you received an email from me with an invitation to participate in my doctoral research study by taking a brief anonymous online survey. The research focus is on attitudes regarding globalization and internationalization, and on the role of student affairs administrators in internationalizing the community colleges within the Florida College System. You also should have received a follow-up e-mail with a second request for your participation. I appreciate your understanding and patience with these reminders. This email will be the last request for your participation.

If you have already completed the questionnaire contained in those prior e-mails, thank you! If you haven’t yet taken the survey, I am hoping you will do so by the end of next week. This survey is brief, requiring between 10 - 15 minutes of your time to complete. Your individual insights and input are critical to this research. Your collective responses will provide valuable information of the role that we, as student affairs administrators, perceive that we serve in internationalizing Florida’s community colleges.

This email is sent to you due to your role as a student affairs administrator at Florida College System institution. If this does not apply to you, please do not complete this survey.

Attached is a copy of the Letter of Consent which contains the link to the survey. A link to the survey is found at the end of the consent letter attachment. When you click on the link to the survey and continue on to the questionnaire, you are agreeing with the statements in the Letter of Consent.
If you have questions, please feel free to contact me at burdzid@phcc.edu. Thank you for your participation and support of this critical research!

Donna Burdzinski
Dean of Student Enrollment and Retention
Pasco-Hernando Community College
Ed.D. Candidate, University of South Florida
APPENDIX J

CERTIFICATE OF COMPLETION:
CITI HUMAN RESEARCH CURRICULUM COMPLETION REPORT

Certificate of Completion

Donna Burdzinski

Has Successfully Completed the Course in

CITI IRB Members

On

Saturday, March 02, 2013
### APPENDIX K

**ITEM CORRELATIONS WITH COMPOSITES FOR EACH SURVEY SECTION**

#### Table K1

*Item Correlations with Composites for the Globalization Section of the Survey*

<table>
<thead>
<tr>
<th>Item</th>
<th>Overall, I think Globalization is a good thing for the United States economy.</th>
<th>Overall, I think Globalization is a good thing for me.</th>
<th>A global economy will require workers in my community to have the ability to work with people from other cultures.</th>
<th>A global economy will require workers in my community to have the ability to work with people from other countries.</th>
<th>A global economy will require workers in my community to respond to a changing job market by reinventing themselves.</th>
<th>Globalization will require major changes in how we educate our students.</th>
<th>Overall, globalization is something we must accept, and we must find ways to successfully respond to the challenges it will create.</th>
<th>Globalization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>r</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>t</td>
</tr>
<tr>
<td>Overall, I think Globalization is a good thing for the United States economy.</td>
<td>r</td>
<td>.762</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A global economy will require workers in my community to have the ability to work with people from other cultures.</td>
<td>r</td>
<td>.572</td>
<td>.631</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A global economy will require workers in my community to have the ability to work with people from other countries.</td>
<td>r</td>
<td>.491</td>
<td>.587</td>
<td>.895</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A global economy will require workers in my community to have the ability to respond to a changing job market by reinventing themselves.</td>
<td>r</td>
<td>.385</td>
<td>.507</td>
<td>.599</td>
<td>.597</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Globalization will require major changes in how we educate our students.</td>
<td>r</td>
<td>.516</td>
<td>.564</td>
<td>.542</td>
<td>.406</td>
<td>.482</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Overall, globalization is something we must accept, and we must find ways to successfully respond to the challenges it will create.</td>
<td>r</td>
<td>.527</td>
<td>.601</td>
<td>.680</td>
<td>.556</td>
<td>.564</td>
<td>.564</td>
<td>1</td>
</tr>
<tr>
<td>Globalization</td>
<td>r</td>
<td>.756</td>
<td>.836</td>
<td>.847</td>
<td>.802</td>
<td>.754</td>
<td>.712</td>
<td>.789</td>
</tr>
</tbody>
</table>

Note: \( p < .001 \)
Table K2
*Item Correlations with Composites for the Internationalization Section of the Survey*

<table>
<thead>
<tr>
<th>Item</th>
<th>My college should have a plan designed to increase international/global understanding among students</th>
<th>“Multicultural affairs” at any college should include a broad international/global definition of diversity (to include language, customs, etc.)</th>
<th>My college should encourage students to take more foreign language courses.</th>
<th>International exchange opportunities should be available to faculty and staff at my college.</th>
<th>My college would benefit from having a collaborative relationship with an institution in another country.</th>
<th>All associate degree students at my college should be required to complete at least one general education course with an international/global focus.</th>
<th>My college should create a campus-wide task force to examine how the college can better prepare students for a global economy.</th>
<th>My college should actively recruit students from other countries.</th>
<th>My college should encourage faculty to provide study abroad opportunities for student to travel/study in other countries</th>
<th>Internationalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>My college should have a plan designed to increase international/global understanding among students</td>
<td>$r$</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Multicultural affairs” at any college should include a broad international/global definition of diversity (to include language, customs, etc.)</td>
<td>$r$</td>
<td>.703</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My college should encourage students to take more foreign language courses</td>
<td>$r$</td>
<td>.485</td>
<td>.420</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International exchange opportunities should be available to faculty and staff at my college.</td>
<td>$r$</td>
<td>.442</td>
<td>.375</td>
<td>.459</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My college would benefit from having a collaborative relationship with an institution in another country.</td>
<td>$r$</td>
<td>.472</td>
<td>.421</td>
<td>.463</td>
<td>.637</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All associate degree students at my college should be required to complete at least one general education course with an international/global focus.</td>
<td>$r$</td>
<td>.405</td>
<td>.410</td>
<td>.521</td>
<td>.515</td>
<td>.479</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>My college should create a campus-wide task force to examine how the college can better prepare students for a global economy</td>
<td>$r$</td>
<td>.458</td>
<td>.358</td>
<td>.521</td>
<td>.548</td>
<td>.496</td>
<td>.455</td>
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</table>
Table K2 (Continued)

<table>
<thead>
<tr>
<th></th>
<th>My college should have a plan designed to increase international/global understanding among students.</th>
<th>“Multicultural affairs” at any college should include a broad international/global definition of diversity (to include language, customs, etc.).</th>
<th>My college should encourage students to take more foreign language courses.</th>
<th>International exchange opportunities should be available to faculty and staff at my college.</th>
<th>My college would benefit from having a collaborative relationship with an institution in another country.</th>
<th>All associate degree students at my college should be required to complete at least one general education course with an international/global focus.</th>
<th>My college should create a campus-wide task force to examine how the college can better prepare students for a global economy.</th>
<th>My college should actively recruit students from other countries.</th>
<th>My college should encourage faculty to provide study abroad opportunities for student to travel/study in other countries.</th>
<th>Internationalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>My college should actively recruit students from other countries</td>
<td>$r$</td>
<td>.427</td>
<td>.304</td>
<td>.523</td>
<td>.485</td>
<td>.326</td>
<td>.435</td>
<td>1</td>
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<tr>
<td>My college should encourage faculty to provide study abroad opportunities for student to travel/study in other countries</td>
<td>$r$</td>
<td>.347</td>
<td>.296</td>
<td>.609</td>
<td>.565</td>
<td>.335</td>
<td>.377</td>
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<tr>
<td>Internationalization</td>
<td>$r$</td>
<td>.713</td>
<td>.638</td>
<td>.699</td>
<td>.798</td>
<td>.695</td>
<td>.727</td>
<td>.694</td>
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</table>

Note: $p<.001$
Table K3

<table>
<thead>
<tr>
<th>Item Correlations with Composites for the Role Section of the Survey</th>
<th>…helping to create more opportunities for students to understand how globalism will impact their lives.</th>
<th>…helping the campus celebrate the growing diversity of ethnicities, religions, and cultures on campus.</th>
<th>…encouraging and/or creating more student activities for international students (i.e., international students clubs, international days, etc.).</th>
<th>…the development of college policies governing cultural/ethnic acceptance</th>
<th>…assisting students from other countries to learn about U.S. higher education practices and procedures (i.e., plagiarism, academic integrity, and classroom etiquette).</th>
<th>…working with all areas of the college campus to create a more global perspective for students.</th>
<th>…ensuring appropriate training so that staff have skills to work effectively with a diverse student population</th>
<th>Student Affairs Administrators Role in Internationalization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>r</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>…helping the campus celebrate the growing diversity of ethnicities, religions, and cultures on campus.</td>
<td>r</td>
<td>.600**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…encouraging and/or creating more student activities for international students (i.e., international students clubs, international days, etc.).</td>
<td>r</td>
<td>.581**</td>
<td>.606**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…the development of college policies governing cultural/ethnic acceptance</td>
<td>r</td>
<td>.626*</td>
<td>.543**</td>
<td>.554**</td>
<td>1</td>
<td></td>
<td></td>
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</tr>
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</table>

158
<table>
<thead>
<tr>
<th>Student Affairs Administrators’ Role in Internationalization</th>
<th>...helping to create more opportunities for students to understand how globalization will impact their lives.</th>
<th>...helping the campus celebrate the growing diversity of ethnicities, religions, and cultures on campus.</th>
<th>...encouraging and/or creating more student activities for international students (i.e., international students clubs, international days, etc.).</th>
<th>...the development of college policies governing cultural/ethnic acceptance</th>
<th>...assisting students from other countries to learn about U.S. higher education practices and procedures (i.e., plagiarism, academic integrity, and classroom etiquette).</th>
<th>...working with all areas of the college campus to create a more global perspective for students.</th>
<th>...ensuring appropriate training so that staff have skills to work effectively with a diverse student population</th>
</tr>
</thead>
<tbody>
<tr>
<td>...assisting students from other countries to learn about U.S. higher education practices and procedures (i.e., plagiarism, academic integrity, and classroom etiquette).</td>
<td>( r = .476 )</td>
<td>( .368** )</td>
<td>( .493** )</td>
<td>( .539** )</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...working with all areas of the college campus to create a more global perspective for students.</td>
<td>( r = .652** )</td>
<td>( .579** )</td>
<td>( .558** )</td>
<td>( .658** )</td>
<td>( .506** )</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>...ensuring appropriate training so that staff have skills to work effectively with a diverse student population</td>
<td>( r = .487* )</td>
<td>( .589** )</td>
<td>( .466** )</td>
<td>( .459** )</td>
<td>( .362** )</td>
<td>( .614** )</td>
<td>1</td>
</tr>
</tbody>
</table>

**Correlation is significant at the \( p < .01 \) level (2-tailed)
### APPENDIX L

DEMOGRAPHIC FREQUENCY TABLE

<table>
<thead>
<tr>
<th>Year born</th>
<th>N</th>
<th>%</th>
<th>Valid %</th>
<th>Cum %</th>
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<td>3.3</td>
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<td>1.5</td>
<td>1.7</td>
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<td>3.3</td>
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APPENDIX M

WRITTEN RESPONSES TO QUESTION 39

“In what other ways do you see that student affairs administrators should be involved in internationalizing our college campuses?”

- More recruitment.
- Provided advocates/mentors for international students and promoting diverse cultures (awareness days).
- Volunteering with local cultured communities.
- Ensure appropriate campus programming occur for multicultural education.
- Can't think of any at this time.
- Facilitating cross-functional college teams that promote and implement co-curricular and extra-curricular activities that focus on cultural differences, similarities, and encourage cultural exchanges.
- Establishing policies and procedures.
- Raising funds to sponsor international students coming to campus. Raise $ to allow local students to travel/study abroad.
- More faculty and student exchange opportunities. Include globalization as part of the curriculum beyond just awareness. Students should be prepared to be citizens of the world.
- We don't hear much of the international students at satellite campuses. I would like to see event held to bring all the international students together and staff and have a mentoring program.
- Advertising - The College may be limited since student housing is not available.
- Hiring of multi-lingual, multi-cultural staff.
- For community colleges much of the focus is on serving our regional areas rather than international. While global economy/international students are important the overall purpose of community colleges may need to be changed to better focus on this economic/student development need.
- International days-food etc festival.
- Partnering with other campuses.
- I think it depends on the mission of the institution. My college has suspended issuing F1 visas because we do not have the support services to assist international students effectively. Should our financial situation change and enable us to provide the resources for a more successful international student experience, then student affairs would take the lead in internationalizing the campus.
- Ensure that the college provide opportunities for students from other countries to share their culture and traditions with the rest of us.
- Promoting open acceptance and discussion across the staff and student populations.
regarding multiculturalism.

- Recruitment of international students. Partnering with our university colleagues.
- Doing what you have already mentioned well.
- International alternative spring break trip, promoting involvement in student activities, like Model UN, Math team in other countries.
- Balancing global initiatives with the many other needs of the local student - helping faculty and global committees maintain perspective.
- Advocating for funding & financial assistance to enable more students to participate in study abroad experiences. Take an active role in pursuing grant opportunities to support expansion of global opportunities for students, faculty, staff and community.
- With have a very strong International Student Organization on campus and now have J visa status as well as F1. The role for SA should be in promoting and supporting academic programs through strong recruitment, orientation, advising, as well as cultural, social and support programs aimed at integrating international students into the college and local community.
- Can't think of any at this time.
- This is a catch 22. While I am all for internationalizing our campuses, with dwindling state funds and higher tuition for students, I prefer more of a focus on meeting the needs of our own students within our own communities first. If the coffers were overflowing, then by all means, let us globalize the heck out of our campuses.
- Student affairs administrators must be the catalyst for establishing a collaborative culture that celebrates the international focus, inclusive of faculty, staff and students.
- Key focus of the institution should be on education of the US population as it pertains to the economy and social structure of the US not trying to internationalize to be like other countries.
- Our service area does not have that much diversity.
- At a minimum should be hiring bilingual and/or a diverse staff. Students assistants can sometimes bridge this gap but are overused and the regular staff hired only speak English.
- Seeking our enrollment growth opportunities. Developing international student-friendly policies; Creating partnerships with local civic groups, housing providers etc..
- I support internationalization in higher education in general because I believe the world economy and cultures will continue to become more homogenous as communication barriers shrink, but I am not sure that a commuter community college like mine is the right type of institution to take the lead in globalization efforts.
- Providing intercultural counseling or information for students attending our college who are from other cultures/countries
- Informational workshops, faculty/staff retreats
- Perhaps participating in a regional training and ideas sharing session.
- Support increasing enrollment of international students on campus.
Hosting a faculty exchange program between peer college systems - Australia/New Zealand; European countries; South American countries; US Virgin Islands, Grand Cayman, and Caribbean; faculty exchanges with former Soviet countries—unfortunately few State College/community college instructors have even read "The World Is Flat" by Thomas L. Friedman much less have developed proficiency in any foreign language.

- Provide international students with the proper support system so they can adapt successfully
- Leading initiatives to internationalize the campus.
- I think at the state college level, it varies depending upon degree/certificate. There are some Associate degrees in which there should be a strong international initiative. There are some certificate and Associate Degree programs that I am not quite certain the employers are seeking an internationally minded applicant.
- Training staff and Faculty and making them aware of international Student Affairs organizations such as IASAS. Likewise, I believe we have to see the bigger picture internationalization and globalization go hand-in-hand. It is about more than just a cultural awareness opportunity, it is about the future of society. The world is becoming a much smaller place - we have to rethink education at all levels, and work to produce a workforce that can get past issue of race, class and gender in order to better get along and learn from one another. There is much work to be done and we have barely begun as a nation!
- Promotion and support
ABOUT THE AUTHOR

Donna Burdzinski has a long-held interest in international relations, having focused on this area for her master’s degree at Purdue University, interning in the international students’ office, and volunteering with Purdue’s international students’ center. She later worked for the Experiment in International Living at the Chicago regional office and then moved to Florida where she was employed within the employment and training field for twelve years.

Donna began her career in higher education in 2000, starting as a financial aid and academic advisor for Pasco-Hernando Community (now State) College at the Brooksville campus. Three years later, she was hired into the position of assistant dean of student services, and worked in this position until being promoted to the district-wide position of associate dean of enrollment and retention in January 2007. She then was promoted to dean of enrollment and retention in July 2011 and served in this position for two years before being appointed in July 2013 to the position of associate provost of the Brooksville campus. Donna currently is completing her doctoral degree in educational leadership at the University of South Florida.