A GRID AND GROUP EXPLANATION OF

EDUCATIONAL ASSUMPTIONS

AMONG PROFESSORS AND

INTERNATIONAL

STUDENTS

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A GRID AND GROUP EXPLANATION OF EDUCATIONAL ASSUMPTIONS

AMONG PROFESSORS AND INTERNATIONAL STUDENTS

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Finally, the participants created the true light of this research. I organized the study and tried to keep up, as they provided wonderful data that were instrumental in the production of this paper. My acknowledgement and gratitude will endure throughout my life for all those mentioned above.

DEDICATION

I wish to fondly remember my father, Loel D. Unruh, and the encouragement he gave me

to accomplish this degree. My work is dedicated to my grandchildren and their future.

Their world will be different than the one I know. My hope is they understand the power

of knowledge, and that the use of knowledge should be for the betterment of all.

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CHAPTER I

INTRODUCTION

You need to be an example for others, or there should be inspiration because of you.
Jack, International student research participant

Globalization processes encompass the diffusion and acculturation of ideas and

cultures, affecting most domains of life (Rubin, 1995; Friedman, 1995; Scott, 2001;

Altbach & Ulrich, 2001). According to the Institute of International Education,

internationalized education is the world-wide exchange of people, knowledge, and ideas

(IIE Institute, 2007). Thus, many regions of the world desire to stay in touch with

emerging international paradigms to maintain global sustainability. In this light, many

countries endeavor to educate new generations through internationalized education

(Rubin, 1995; Bowen, 2000; Burn, 2002; Gillespie, 2002; Henderson, 2002).

Higher education in the U.S. became a portal for international students from

around the world to achieve upper-level degrees, either on scholarship or through their

own resources. Of 2,479 applications to U.S. economic doctoral programs in 1995, 95 %

applied strictly to United States' higher education institutes and to no other international

locations. Between 1948 and 1962 the Fulbright Program exchanged 21,300 students

with 30,000 sponsored students from other nations (Deutsch, 1970; Watkins, 1993a).

However, in the last two decades, international knowledge procurement by academics

and students has increased exponentially (Altbach & Ulrich, 2001; Beck, 2001). The National Center for Educational Statistics (2002) reported a 75 % increase in international students coming to the United States from 1980 to 2001.

International students in the U.S. currently number over a half a million (National Center for Educational Statistics, 2006). Reasons for preferences of United States' higher education institutions are: sponsorship in financing, the reputation of higher education degrees from the U.S., and current leading economists of the world come from the U.S. (Aslanbeigui & Montecinos, 1998). Aslanbeigui and Montecinos (1998) reports that in the 1995-1996 school year, 52 % of U.S. doctoral degrees in economics were awarded to international students. International students may prefer the U.S. for higher level degrees, but the U.S. benefits from international students too.

One way internationalized education benefits the U.S. is by bringing multiple cultural realities into our academic spheres. Pinar and Irwin (2005) think a third space of knowledge is created when two or more cultures enter the learning arena together, combine knowledge, and develop enhanced ideas and concepts. Scott (2001) formulates that internationalized university encounters can create knowledge on a superior educational plane. Li (2002) furthers this concept by believing multi-cultural dimensions of knowledge can enact changes for the better.

Internationalized education may change prior educational assumptions of international and domestic students and professors because of cultural interactions and diffusion. Aoki (2005) states one goal of education is the transformation of people into new personas. To accomplish higher levels of academic achievement for students and research, new cultural understandings of educational assumptions must occur to guide

internationalized educational planning. This study produces fresh data to facilitate internationalized education for curriculum planning, student services, and administration.

Statement of the Problem

The number of international students in higher education is constantly growing. Approximately 565,000 international students attend United States' higher education institutions (McCormack, 2005). Data from the National Center for Education Statistics (2005) indicate that 10-16 % of higher education graduates in the United States are international students, especially in the post-graduate fields of science and math (Desruisseauz, 1999; Alberts, Wulf, & Fineberg, 2003; National Center for Educational Statistics, 2005). Thus, today's higher education landscape is a broad mix of U.S. based students and international students from numerous countries and cultures.

In these diverse environments, educational assumptions can potentially be multifaceted, complex, and sometimes conflicted. Research by Abadi (2000) and Eland (2001) reveal that international students have culturally-derived perspectives about academics, financial situations, personal experiences, and social life. Despite these diverse assumptions by international students, many institutions of higher education hold the same educational expectations for international students as they do domestic students (Coward, 2003; Eland, 2001; Kasahara, 2002). Furthermore, professors have educational assumptions, which add to this complex milieu of educational suppositions (Abadi, 2000; Coward, 2003).

An understanding of complex assumptions can be found in cultural theory (Thompson, Ellis, & Wildavsky, 1990). Within the parameters of cultural theory, Douglas's (1982a) typology of grid and group offers a language that may delineate

educational assumptions. Douglas (1982b) uses the terms cultural biases and perceptions to explain the notion of educational assumptions.

> Anything whatsoever that is perceived at all must pass by perceptual controls. In the sifting process something is admitted, something is rejected, and something supplemented. Perceptual bias can be analyzed by reducing social variation to only a few grand types, each of which generates necessarily its own self-sustaining perceptual blinkers. This choice between a few social patterns is inevitably a choice between a few kinds of cultural bias. (pp. 2-3)

Douglas's (1982a) typology of grid and group is used in many studies to explain and clarify cultural differences and biases, educational experiences, preferences, and perspectives (Gross, & Rayner, 1985; Douglas, 1986; Thompson, Ellis, & Wildavsky, 1990, Harris, 1995; Stansberry, 2001; Lingenfelter & Lingenfelter, 2003; Harris, 2005). The literature review in chapter two elaborates these studies. This study addresses the call for additional understanding of internationalized education by scholars such as Yershova, DeJaegere, and Mestenhauser (2001) and Altbach and Ulrich (2001).

Purpose of the Study

This study sought to find and explain educational assumptions of both professors and international students. Utilizing interviews, a survey instrument, field notes, and a reflexive journal, educational assumptions were explained in terms of grid and group (Douglas, 1982a). Specific research questions guided the study.

Research Questions

1. What are the educational assumptions of international students in the International Studies graduate program?

2. What are educational assumptions of educators in the International Studies graduate program?

3. In what ways does Douglas's (1982a) typology of grid and group explain student and faculty educational assumptions?

4. What other realities are revealed by this case study research?

Conceptual Framework for Data Analysis

Answers to the above questions required an anthropological framework that examined cultural choices and operationalized them into the educational assumptions of participants. The social frame of reference suggested for this study was Douglas's (1982a) typology of grid and group. The typology was used previously in studies on higher education and socio-cultural contexts within work and school (Bloor & Bloor, 1982; Gross & Rayner, 1985; Harris, 1995, 2005; Lingenfelter & Lingenfelter, 2003; Stansberry, 2001).

The grid and group matrix stereotypes educational assumptions into socio-cultural components. Douglas (1982a) explains that many socio-cultural components can be charted such as "travel, public space, personal relationships, gender toleration and equity, and application of education in placement of bureaucratic and political spheres" (pp. 208-226).

Thompson, Ellis, and Wildavsky (1990) explain there are four stereotypical

organizational variables for individuals and societies: Bureaucratic, Corporate,

Individualistic, and Collectivist. These variables are illustrated in the four quadrants of

the typology, plus there is a fifth choice, the individual hermit, or one who chooses to be

outside the social environment (Thompson, Ellis, & Wildavsky, 1990). The hermit

designation is not addressed in Figure 1, but is relevant in case the data revealed such a

person.

Figure one portrays the four components of the model.

Figure 1. Grid and Group Matrix
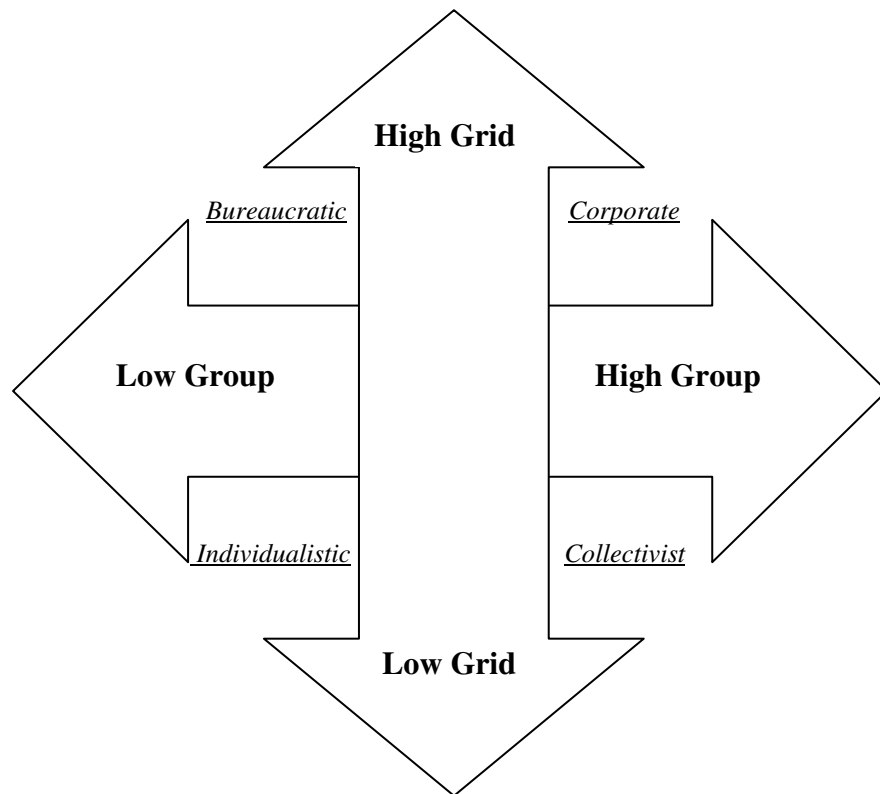
Douglas's typology combines components within the quadrants to understand the constructed realities of larger societal, smaller communal, and individual cultural behaviors. In larger societies, the values within diagonal quadrants go well together. For example, the dominant culture within the U.S. has individualistic and corporate qualities, while communist cultures manifest the diagonal variables of collectivism and bureaucracies (Gannon, 2004). As long as the majority of individuals within the society adhere to the cultural balance of opposing quadrants, the larger culture will remain viable (Thompson, Ellis, & Wildavsky, 1990).

Grid and group typology can be applied to smaller communities and individuals. Within each society, individuals create their identities from the multiple cultural constructions available within their personal environments. It is well accepted that identity is constructed and found in the tension between individuality and the ethnicity of groups and communities, which must then interact with hierarchies, corporations, institutions and bureaucracies of larger societies (Douglas, 1982b; Thompson, Ellis & Wildavsky, 1990; Barth, 1993; Briggs, 1996; Maybury-Lewis, 1997).

Grid and group analysis treats participants as actively constructing their realities. This allows for the cumulative effect of individual choices concerning social structures over time and space. Thus, individuals interact with the larger society and construct their identities, whether intentional or not.

Assessing participant's perceptions according to the grid and group typology will depend on the individual's constructed assumptions about group relationships (high-to-low group) and individual choice (high-to-low grid). For instance, Douglas (1986) explains individuals have two reasons for social behavior. The first reason is conscious or

a cognitive personal choice, and the second is transactional, which means the individual controls uncertainty through cost-benefit reactions. Hidden sequences of the larger society may trap individuals within un-chosen paths. However, grid and group can disclose why individuals accept or reject paths.

Contextual analyses of case studies about the educational assumptions of international students and various professors in this dissertation were well served by utilizing grid and group typology (Douglas, 1982a; Thompson, Ellis, & Wildavsky, 1990). The scope of inquiry was large enough to encompass multiple constructions of societies, yet specific enough to examine individual educational assumptions. Harris (1995) explained that grid and group analysis demonstrates what people like or do not like.

In addition, to support data on a scale of individualistic to communal educational assumptions, Billings's (1987) cultural orientations were compared with interview data. Questions concerning categories of family structure, music, hobby, and art showed cultural representations favoring stereotypical individualism or collectivism.

Methodology

Qualitative or inductive inquiry was the guiding paradigm for the study. The study was conducted at a mid-western university with 11 international students and four social science and science professors. To gather interview data, general open-ended questions initiated discussions with the study participants. Specific open-ended interview questions about educational assumptions followed opening discussions. Field notes were written to create an on-going reflexive journal A questionnaire was given, based on

Harris's (2005) survey instrument, to further ascertain educational assumptions and triangulate data (McCracken, 1989; Erlandson et al., 1993).

Harris's (2005) survey instrument utilized Douglas's (1982b) typology of grid and group. He examined four school cultures and categorized them within the typology of grid and group toward bureaucratic, corporate, individualistic, or collectivist institutions. For this study, Harris's (2005) survey framework with Douglas's (1982b) typology of grid and group was used specifically to ascertain educational assumptions of the participants. These survey questions purposely queried educational assumptions of international students and their professors concerning educational atmospheres. Each question began with statements of either, "I prefer an educational atmosphere where…" or "I am motivated by". The survey instrument included 12 questions about grid educational atmospheres and 12 questions about group educational atmospheres.

The study utilizes a naturalistic inquiry paradigm to gather data for both the inquirer and participants (Guba, 1981; Guba & Lincoln, 1989; Erlandson et al., 1993). Naturalistic inquiry uses an interpretist approach to understand the data through cultural and historical perspectives. Crotty (1998) explains, "the interpretist approach tries to find culturally derived and historically situated interpretations of the social life-world" (p.67). Naturalistic inquiry cumulates in the writing of the case study report that examines specific settings (Erlandson et al., 1993).

Information about the Researcher

With a background of business administration within international and governmental accounting, I changed career paths to social sciences within higher

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education. I obtained a Bachelor's degree in history and a secondary teaching certificate in comprehensive social sciences, which included anthropology, geography, and political science. I taught as a full time instructor for eleven years, along with eight years of lead instructor administrative duties at a community college. After earning a Master's degree in cultural anthropology, I completed doctoral anthropological coursework focusing on cultural identity.

Finally, I combined my teaching, anthropological, and administrative experiences to devote my new doctoral educational path toward higher education administration. As a doctoral candidate in higher education administration, my focus was on higher education leadership, encompassing cultural, historical, and geographical concepts. Coming full circle, I linked my expertise and studies toward international higher education research.

Settings and Participants of the Study

For purposive sampling, professors and international students in a Masters program for international studies were identified as possible participants. This international studies Masters program included a broad range of disciplines within internationalized education. Students could receive degrees in internationalized science, social science, or business programs.

This purposive sampling maximized the range of specific information obtained from and about explicit contexts (Erlandson et al., 1993). I then solicited agreement and cooperation from possible participants to conduct research and gather data for the case study.

To designate international students for the study, I searched for ten participants in the graduate program coming from diverse international regions. According to a report from Midwestern University's international student services in 2006, most international students to the U.S. were from India, Asia, Eurasia, Africa, and Latin America. I sought students from these regions. Eventually, I accumulated interviews and surveys from eleven international students, with an effort toward gender balance with six males and five females. Ultimately, the international student participants were at the Master's level from the following areas: two students from India, two students from Africa, one student from East Asia and one student from Southeast Asia, one student from Europe, two students from the Middle East, and two students from Latin America.

Professors were all currently citizens of the United States. However, originally one professor was from another country, and one professor from a seperate part of the United States, other than the Midwest. The study participants were three male professors and one female professor.

Data Collection and Analysis

Data collection was triangulated through observations in field notes and a reflexive journal, open-ended interview questions, and a survey instrument (Erlandson et al., 1993). Arrangements were established to meet with participants for the interviews at a location convenient to their surroundings. For each participant, there were several meetings spaced over time to allow participants to reflect on and verify information given. Similar interview questions were tailored to either international students or professors. General introductory questions led to specific questions about educational

assumptions. Finally, the same questionnaire was given to both international students and professors based on Harris's (2005) survey instrument. The data were cross-sectional or gathered at specific junctures in time and space from a specific population (Crotty, 1998; Creswell, 2003).

Research was naturalistic to recognize the constructed realities of both the inquirer and the participants in the study. I endeavored to accurately write narrative responses from the participants in my field notes about their educational history and assumptions in relation to internationalized higher education and personal cultural preferences for art, music and family construction. Therefore, I wrote interview answers, along with descriptions of settings and participant demeanor, autobiographical biases, and my feelings in reflexive field notes through thick description (Janesick, 2004). I then correlated participant responses in a reflexive journal, which was peer-reviewed for coherence and participant member-checked for accuracy (Erlandson et al., 1993). Ultimately, research results were constructed from my understandings of participants' responses.

For analysis of raw data in an explanatory case study, Erlandson et al. (1993) suggested sorting priority data into classifications, looking for patterns of relevant importance, and comparing and contrasting data from multiple participants. I utilized a non-internet computer to record and code all data. Comparing and contrasting survey data from professors and international students lead to cluster points plotted on the matrix assessment tool of grid and group (Douglas, 1982a; Harris, 2005), which aided in understanding generalized patterns and recognizing emerging trends.

Numerous steps ensured sound practices of reliable research. For validity, trustworthiness, and credibility, a confirmability audit was established through member checks and peer debriefing from the beginning of research. Thick descriptions in the reflexive journal aided in the dependability and transferability of the study. Generalizations were not made for other international students' or professors' educational assumptions, and conclusions were limited to interpretations about those studied. Theoretical implications of the typology were grounded within socio-cultural viability theory and modern cultural analyses theories to understand meanings and patterns (Bridges, 1980; Thompson, Ellis, & Wildavsky, 1990; Sack, 1997).

Significance of the Study

Higher education entered into the global arena through both educational exchanges and diffusion of cultural knowledge, and the United States became a world leader in internationalized higher education (Altbach, Berdahl, & Gumport, 1999). Much research was conducted in the last two decades to produce and accommodate informed internationalized educational goals. Research, to date, has focused on educational expectations and the successful assimilation of international students (Cho, 1988; Garrod and Davis, 1999; Abadi, 2000; Kasahara, 2002; Coward, 2003; Klieger, 2005; Arthur and Bennett, 2005).

Expectations about education are derived from past experiences, cultural notions, and biases or assumptions (Klieger, 2005). This study explains educational assumptions of specific international students and North American professors. Educational assumptions are explained through the lens of Douglas's (1982a) typology of grid and

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group. The typology assessment tool shows comparison and contrast of international students' and professors' educational assumptions. This baseline study is important because new data will aid future curriculum planning and the administration of internationalized education.

Definitions

The following definitions aid in understanding the terminology of the study. Global paradigms for internationalized education are fairly recent, and therefore, terminology is currently fluid in research. The definitions given here are numerous to encompass multiple perspectives.

- **Assimilations** are ways of learning culture or altering an existing culture due to "the results of diffusions or exchanges of knowledge that change ways of behaving and thinking through contact with another culture" (Miller, 1999, pp.409-410).

- **Collectivist groups** share resources equitably through cooperation to sustain life. They see resources as fixed in quantity that must be renewed through mutual care (Thompson, Ellis, & Wildavsky, 1990).

- **Confirmability audit** looks at processes and connects the data to enable an auditor to see if conclusions, interpretations, and recommendations can be traced to sources (Erlandson et al., 1993)**.**

- **Constructivist** knowledge claims demonstrates information created through historical and social constructions with multiple meanings (Erlandson et al, 1993; Creswell, 2003).

- **Cosmology** is found in the attitudes of cooperation or competition; i.e. good and evil in the realms of decision making extending to individuals, organizations, families, businesses, institutions, or groups (Gross & Rayner, 1985).

- **Credibility** is the isomorphic relationship between the data and the phenomena those data represent. In naturalistic inquiry, it is the compatibility of constructed realities (Erlandson et al., 1993).

- **Cultural bias** is ethnocentric attitudes or criticism of other's viewpoints besides one's own (Gross & Rayner, 1985).

- **Culture** is a concept commonly used to describe the different ways in which people relate to their social and physical environment (Thompson, 1982). Douglas (1982b) uses cosmology to emphasize the coercive element of culture.

- **Dependability** provides replication in similar contexts (Erlandson et al., 1993)**.**

- **Developed** and **developing countries** terminology is preferred to the use of First World and Third World for this paper. According to the United Nations (2006), the G8 countries of Canada, the United States, England, France, Japan, Italy, Germany and Russia represent the leading developed countries with criteria based on levels of poverty, literacy, education, life expectancy, and childbirth statistics.

- **Diffusion** is "the borrowing by one society of a cultural trait belonging to another society as the result of contact between the two societies" (Ember & Ember, 2002, p. 331).

- **Educational assumptions** are suppositions of truth that are taken for granted in relationship to higher education**.** In other research studies, the terminology of

cultural biases or social games was used for these types of assumptions (Lingenfelter, 1996; Harris, 2005).

- **Expectations** are beliefs about or wishing with confidence outcomes of future occurrences. Assumptions, perspectives, and preferences combined will develop expectations (Coward, 2003).

- **Fatalist** personalities have no scope to manage needs or resources and have no management strategy. This person copes as best as possible in an environment over which there is no control (Thompson, Ellis, & Wildavsky, 1990, p. 43).

- **Globalization processes** are increased flow of trade, finance, culture, ideas, and people through communications and travel, and the subsequent local and regional adaptations to and resistance against these flows (Lewellen, 2002; Robbins, 2002).

- **Hierachists** maintain life by imposing complex and patterned levels of needs and aquisition according to ranked individuals (Thompson, Ellis, & Wildavsky, 1990)

- **Individualists** see resourses as unlimited and competition will create the gathering of these resources in abundance (Thompson, Ellis, & Wildavsky, 1990).

- **International student** is the terminology preferred for this paper. However, much of the literature uses the words *foreign students* and this was apparent in some references.

- **International studies** categorizes topics of international issues into foreign languages, international problems of economic development, environmental degradation, comparative studies, and finally, globalization processes (Arum, 1987).

- **Internationalized education** infuses educational processes with intercultural exchanges and knowledge expansion of other cultures through experience or study (Pinar & Irwin, 2005).

- **Internationalized educational exchange** refers to students and scholars from one country pursuing study, research, and/or teaching in another country, whether for a relatively short period of time or for several years (Burn, 1990).

- **Member checking** solicits feedback from the participants about their data (Erlandson et al., 1993)**.**

- **Naturalistic inquiry** is a paradigm that recognizes multiple constructions of reality from both the researcher and the researched that will alter data (Erlandson et al., 1993).

- **Peer debriefing** is a method in which the researcher is asked probing questions by a peer to analyze materials, test working hypothesis and emerging designs, and listens to the researcher's ideas and concerns (Erlandson et al., 1993).

- **Perspectives** are based on epistemological designs of societies, or a mental impression and the immediate knowledge obtained from interpretations of observations and awareness of empirical input (Douglas, 1982b).

- **Preferences** are choices based on promoting favorite likings for one thing over another (Erskine, 2006).

- **Reflective analysis** is the contemplation of details, events or behaviors utilizing hindsight (Jansick, 2004).

- **Reflexive analysis** is a deliberate revelation of the underlying epistemological assumptions of the researcher (Watson & Watson-Franke, 1985). This

engagement in autobiographical writings during the research will contain personal

feelings, impressions, and relationships developed with participants to see if data

becomes distorted.

- **Thick descriptions** are descriptions of low-level specific experiences (Erlandson et al., 1993)**.**

- **Transferability** applies conclusions to other contexts. It can occur because of shared characteristics through thick description, purposive sampling, dependability, and audit trials (Erlandson et al., 1993).

- **Transformative procedures** involve the researcher "using a theoretical lens as an overarching perspective within a design that contains both quantitative and qualitative data" (Creswell, 2003, p. 16).

- **Trustworthiness** of the data is established through thick descriptions to ensure that shared constructions are compatible (Erlandson et al., 1993).

- **Validity** shows the extent of isomorphism between findings (Erlandson et al. (1993)**.**

Chapter Summary

With internationalized education increasing exponentially in the last two decades,

analysis of educational assumptions is needed to develop future educational goals. Both

professors and students bring socio-cultural educational assumptions to interactions

within internationalized academic. We may better understand internationalized higher

educational assumptions and their similarities or incongruence through a theoretical

typology framework called grid and group (Douglas, 1982a). Professors from science and

social science departments and international students in a Master's level international studies program at a mid-western university are the participants for this research.

Chapter I includes a brief introduction, statement of the problem, purpose of the study, research questions, conceptual framework, methodology, settings and participants of the study, data collection and analysis, significance, definitions, and summary. Chapter II contains a literature review on the topics of internationalized education, higher education international students in United States, research utilizing Douglas's (1982a) typology of grid and group, and cultural theory. Chapter III explains the methodology of this study though an introduction, sampling, design, data collection and analyses methods. Chapter IV presents the data collected from individual participants of science and social science professors and international students. Chapter V provides an analysis of patterns and trends found in the data, and Chapter VI offers summaries, conclusions, recommendations, and comments.

LITERATURE REVIEW

CHAPTER II

The ink of the scholar is more sacred than the blood of the martyr.
Mohammed

Topics included in this literature review are internationalized education as a phenomenon, studies on professors' and international students' educational experiences, expectations, and perceptions, cultural theories, and finally, studies utilizing typology of grid and group (Douglas, 1982a). The literature in this review is chosen to enhance an overview of international education, to assist in pragmatic application of the contextual framework, and to aid in understanding the research results of this study through theoretical collaboration, contrast, or for clarification of data.

Internationalized Education as a Phenomenon

The paradigm of internationalized education includes multiple global and cultural perceptions. Issues of internationalized educational methods, curriculum, and perspectives are infused with intercultural exchanges and knowledge expansion through experiences and study (Pinar & Irwin, 2005). This phenomenon is increasing due to escalating globalization processes. The rise of internationalized educational tendencies

calls for a complete understanding of the history, processes, impacts, ethical models, and current modern landscapes of internationalized education.

Historic Overview of Internationalized Educational Processes

According to historian Deutsch (1970), inter-regional knowledge exchanges were practiced since before biblical times. Jonathan Friedman (1995) believed global diffusion of academic knowledge has been ongoing since the agricultural revolution. He found that globalization processes occurred through trade and conquest, such as found in the history the Silk Road.

Informally, knowledge could spread from location to location in a domino affect. Concentrated efforts to bring in outside knowledge also occurred. Friedman (1995) emphasized that knowledge sharing, both formal and informal, has been a constant resulting from interactions of civilizations.

Useem (1963) stated we must be aware that the establishment of seats of learning in other territories was an attempt to spread the ideologies of conquering armies and colonizers. However, the diffusion of knowledge became a two-way street, and thus, transcended this aim by changing everyone to some degree through cultural diffusion. Therefore, Useem (1963) claimed new hybrid knowledge was created and called it a third knowledge.

Alternately, another historian and economist, Thomas Friedman (2006), avowed globalization of knowledge primarily started only 400 years ago with European explorations. Friedman's (2006) focus supported the expansion of modern knowledge to better the world through the world-wide modernization of capitalism and democracy.

Moreover, Weakliem (2002) and Bu (2003) pointed out that the U.S. spreads our cultural, political, and economic ideologies through internationalized education.

The United States' government took special interest in international education exchange after World War II. The purpose was to reduce the stereotyping thought to have led to war atrocities by sending domestic students abroad and accepting international students within (Deutsch, 1970). Another turning point for internationalized higher education was the end of the Cold War. Heginbotham (1994) stated the Cold War's end would open up opportunities for internationalization of education and have a great impact on U.S. universities' international programs in organization and financing. Watkins (1993b) said international education would go through a period of transition due to the development of a global economy. Desruisseaux (1998b) discussed Congressional involvement in setting up foreign advising centers to bring students to the U.S. Watkins (1993a) examined the role of Fulbright Scholarships which brought in about 1,200 new international students to the U.S. each year.

U.S. interests and policies were served by encouraging international students to come here. Goodman (1999) explained the importance, "The most critical factor for the successes of nations in the new millennium will be a population whose minds are open to the world (p. A56). Indeed, Levine (2000) justified the leap into internationalized education, "The most successful institutions will be those that can respond the quickest and offer a high-quality education to an international student body" (p. B10). M.R.C. Greenwood pointed out that our national interests were accommodated by educating international students because our own students did not fill the need for science and engineering degrees in North America (in Burd, 2002).

In the 1990s and beyond, a record number of international students came to the U.S. to study in higher education. For instance, in 1998, over 290,000 Chinese students were studying abroad (Guo, 1998). An important survey by Smallwood (2005) explained, "Of the 42,155 new doctoral recipients in 2004, who reported their citizenship status, more than twenty-nine percent were non-U.S. citizens holding temporary visas" (p. A10). That was the equivalent of 12,225 international students who received their doctorates in the United States in 2004.

A large percent of international students stay in the U.S. after graduation. While some see a brain-drain, or the loss of the best minds from other countries to the U.S. as a problem, others view it differently. The desire to spread cultural, political, and economic ideals goes both ways. Chinese officials are not worried about the brain drain of over half their students staying in the U.S. permanently, as they envision Chinese influences on North America (Guo, 1998).

Historical Overview of International Students in the United States

A comprehensive study by Deutsch (1970) on the history of international students in the U.S. showed Chinese and East Indian scholars were the first to come to the U.S, pre-civil war. Next, U.S. exposure in international wars, from the Spanish-American War to the Vietnam War, introduced advanced technologies and standards of living to other nations and created a desire for our knowledge (Deutsch, 1970).

Goodman (2001) states more than half of our allied world leaders are educated in the U.S. In developing countries, there are numerous students who leave to study at the higher education level. "It can be estimated that there are more than one million students

worldwide studying outside their native countries" (Altbach, Kelly &Lulat, 1985, p.1).

According to the National Center for Educational Statistics (2006), during the 2003-2004

school year, the majority of percentages of international students come to the U.S. from

Asia (49.5%), India, and surrounding countries (15.2 %), while Europe sends 12.9 %,

Latin America 12.2%, and Africa 6.7 %. This means the majority of international

students in the U.S. are from China and India (Mangan, K.S., 1992; National Center for

Educational Statistics, 2006).

Specifically for Midwestern University, International Students Services (2007)

reveals 32 percent of international students were from Central Asia (India, Pakistan, Sri

Lanka, Nepal, Bangladesh, and Bhutan) and 30 percent from Asia (East and Southeast).

Furthermore, nine percent of international homelands were from African nations, nine

percent from Eurasian nations (Europe, Russia and the southern 'istan' countries), five

percent from Latin America (Mexico, Central America and South America) and four

percent from West Asia (Middle East), while Oceania and Canada each sent one percent

of the international students. The remaining international students were from other global

areas. Therefore, at Midwestern University for this study, the majority of international

students were from India, which constituted 26 percent of the international student body.

Next, the combinations of Chinese and Japanese students were 22 percent of international

students.

Internationalized education was affected by attacks on the U.S. on September 11,

2001. The rate of international students coming to the U.S. slowed due to new federal

regulations (Green & Baer, 2001; Bollag, 2004; Mooney & Neelakantan, 2004;

McCormack, 2005). Some of the terrorists, who attacked the U.S. on September 11, came

under the guise of international students and student visa restrictions resulted (Bollag, 2004). Homeland Security created stringent regulations and tracking methods and reduced the number of international students allowed to study in the U.S. (Arnone, 2002; McCormack, 2005). The number of students who applied for the fall of 2004 plunged by forty-five percent.

The pace reduction of international students coming to the U.S. after the 9/11 attacks was noticed by other Westernized nations such as Canada, Australia, Britain, and New Zealand (McMurtrie, B., Bollag, B., & Maslen, G., 2001). Because of the benefits from international higher education students, competition for international students was heightened by other nations' recruitment efforts (Mooney & Neelakantan, 2004).

Benefits from International Student Enrollment

In U.S. higher education, domestic students receive positive results from internationalized education through multi-cultural exposure to international perspectives. Lamkin (2000), Franco and Shimabkuro (2002), and Greenfield (2002) report that many benefits accrue for domestic students and university personnel from the presence of international students on college campuses, as this provides opportunities to learn about other cultures. Loman (2002) explains that the internationalization of a student body fosters tolerance of others. McCabe's (2001) study looks at African students' influences on U.S. students and discovers numerous latent impacts from internationalized experiences and interactions.

International students coming to the U.S. are also a source of revenue. Woodard (2000) addresses the increase of revenues for schools from the enrollment of international

students in community colleges. Funk (2001) explains, in the year 2000, international students brought in a total of $249 million for the local Madison, Wisconsin economy. "It is estimated that foreign students contribute $11 billion annually to the U.S. economy, making higher education the nation's fifth-largest service export" (Altbach, 2003, p.2).

Modern Internationalized Educational Landscapes

Research on internationalized education has become important for the future of both domestic and international students (Aoki, 2005). Burn (2002) and Moses (2003) believe more can be done with an internationalized curriculum in the U.S. Beykont and Daiute (2002) found international diversity was not included in much of North American curriculum. "There is still no consensus on the extent to which an internationalized curriculum should include such fields as area studies, international affairs, foreign languages, and experiential learning" (Burn, 2002, p. 258). In the Aslanbeigui & Montecinos (1998) interviews, international students expressed dissatisfaction because North American curriculum focus was based heavily on theory helpful to the U.S., and the international students achieved little understanding of practical applications of economic phenomenon to apply on their home situations.

Educational Experiences, Expectations, and Perceptions of

Professors and International Students of Higher Education

Professors' and international students' experiences, expectations, and perceptions become an important element of internationalized education. Professors seek to enlighten

all students. However, international students may have language and cultural differences and must meet U.S. academic standards. The historical narratives of international student's passage to a foreign education may reflect their educational assumptions. Research findings in these areas could be helpful in planning for curriculum, assessment, and management of internationalized programs.

Professors

Deutsch (1970) examined a study of 213 professors surveyed about internationalized education. He found university and professor roles influenced internationalized education and world affairs. Science disciplines were the first to be deeply involved in internationalized education because of greater financing for the sciences. Many professors saw a link between U.S. government agendas and universities. The professors believed the U.S. benefited more from internationalized education than international students (Deutsch, 1970).

Green and Baer (2001) called for faculty members to have more international experiences to understand other world views. However, Bogue and Aper (2000) observed motivations of professor roles as primarily research-oriented. Teaching is a secondary activity. Kleiger (2005) examined issues occurring because of professors' and international students' interactions. For example, if an international student proficiency issue developed, the professor had to discern if it was a language problem or poor academic performance.

International Students

Large scale studies on internationalized education were conducted by Garrod and Davis (1999), De Courtivron (2000), Demir, Asku, and Paykoc (2001), and Butcher (2002). Educational assumptions were built on a large array of international student's experiences from prior educational understandings in their home countries. When they decided to study abroad, they had to become proficient in a foreign language, obtain a visa, and deal with cultural shock and internationalized education issues.

Garrod and Davis (1999) focus on a stress scale of perceived discrimination, alienation, and homesickness. They determine age to be an indicator, as adolescents have a different physical experience than older students. De Courtivron (2000) believes higher education students, domestic and international, have common knowledge not found in older generations. "Young urbanized American men and women (albeit of a certain economic class) are likely to have more in common with young Japanese men from Tokyo or young Turkish women from Istanbul than with their own grandparents" (p. B4). International higher education students must make choices about languages, culture, and ideologies, which lead to a "precarious balance of identities" (p. B4). For older generations, this may seem unsettling, but for younger adults it is not as urgent or problematic. Their language is 'code-switching', which is the alternate use of two or more languages

Butcher's (2002) comprehensive work interviewed fifty post-graduate students from Asia, who studied in New Zealand. He felt this study would "provide a valuable barometer for further studies" (p. 354). Butcher (2002) found that reentry to homeland after a study abroad experience was fraught with problems. He categorized these problems as grief phases. If addressed properly in foreign universities first through re-

entry training, the problems of readjustment could be lessened, though not eliminated.

Butcher (2002) also looked at those who do not want to go back to their home countries

and the stress caused by this decision. "These students are searching for home" (p.364).

Van Hoof and Verbeeten (2005) emphasized that it is important for future studies

of international education to analyze perspectives of students. De Courtivron's (2000)

discourse supported further research on individual international student experiences.

Garrod and Davis' (1999) case study book was about the experiences of thirteen

international students in the U.S. Cho (1988) investigated stressors experienced by

international students. Klieger (2005) researched recruitment, motivations for studying in

the United States, and satisfaction of expectations for international students. Eland

(2001), Coward (2003), and Van Hoof and Verbeeten (2005) analyzed international

student expectations and experiences while in the U.S. Thorstensson (2001) examined

international student cross-cultural learning in the business classroom. Abadi (2000)

focused on international students' successes, satisfactions, and problems in

internationalized education.

Hansen (2002), Lacina, (2002), and Arthur and Bennett (2005) concentrated on

how to prepare international students for successful social interactions in U.S. culture.

Kasahara (2002) studied international student perceptions of adaptation and control. Seo

and Koro-Ljungberg (2005) considered the circumstances of older Korean graduate

students in the U.S. Demir, Asku and Pykoc (2001) did a more recent survey about

Fulbright scholars' return home; emulating Markam's 1964 study.

P.G. Altbach is considered to be a leading researcher about internationalized

education with multiple publications. His many works focused on increasing numbers of

international students world-wide (Altbach, Kelly & Lulat, 1985). Altbach (In Garrod et al., 1999) looked at the development trajectory of identity in the hybrid, multicultural self of international students. Their narratives revealed how international students mediate in a diasporic model of self-hood. Altbach, Berdahl, and Gumport (1999) and Altbach and Ulrich (2001) found new global citizens arising from globalization processes in higher education.

<center>Typology of Grid and Group</center>

Internationalized education generates interactions within diverse socio-cultural realities. These realities may be viewed through past and present educational assumptions of international students and professors. An understanding of complex educational assumptions can be developed from Mary Douglas's (1982a) typology of grid and group.

Review of Douglas' Work on Typology of Grid and Group

Douglas (1982a) clarifies the concept of Typology of Grid and Group in her work, *In the Active Voice.* She incorporates an anthropological concept from the work of Ruth Benedict into a typology. The typology is a step-by-step analysis of cultural processes, which is revealed in the tension between individual constructions and cultural environments or constraints.

Douglas (1982b) edited a book on issues of sociological perceptions, which demonstrated the cosmology of culture. She related many conclusions of other authors within the typology of grid and group (1982b), thus giving categorical insight to perceptions of culture and cosmology.

In Douglas (1985) the objectives and hypotheses of the typology are explained:

The hypothesis (of grid and group) is that different [social] organizations with the same combination of grid and group will reflect the same cultural patterns of behavior and attitudes, whether the location is in an African village, a New York corporate office, or a submarine. Only within a cultural context can one judge whether an individual behavior tends to optimize his expected utility because of the value of each payoff is primarily a cultural matter, which despite the efforts of cost/benefit analysts, cannot be reduced to a dollars-and-cents matter. Grid and group typology is capable of illuminating and appreciating the complex connections between pressures exerted by social environments and the culturally created responses of individuals to those pressures. Objectives [of the grid and group] provide for anyone desirous of checking out the pressures of constraint and opportunity, which are presumed to shape the individual response to the social environment. (pp. ix-xxii)

In 1986, Douglas continues analysis of the typology in her review of institutional behavior. Instead of focusing on the individual, Douglas (1986) recognizes the strength of institutions, using either bureaucratic or corporate models, to constrain the individual. Issues of the public good create a larger scale in modern societies. This scale can endow identity, classifications, and correctness by the sheer numbers which forces the individual into contention of acceptance or denial.

Cultural Theories

Cultural theories address issues, sequences, and relationships within and between cultures. Traditional cultural theories look at socio-cultural identities found within their environments or faced with new environments. Modern cultural theories specifically deal with dominant cultures in modernized countries. People living in modern cultures usually have higher economic standards of living, yet diverse cultural groups or marginalized peoples may exist within these societies. With the exceptions of Japan, Australia, and New Zealand, modern cultures are usually thought of as the Western cultures of North America and Europe (Sack, 1997).

Modern global cultural theories. Explanations in participants' data analysis aligned with the analyses of U.S. culture in the modern global cultural theories of Sack (1997), Bridges (1980), Maybury-Lewis (1997), and Gannon (2004). Sack's (1997) theory, Homo Geographicus, explained that modern societies suffered from a thinning of meaning, which created isolationism. He explained that through compartmentalization, modern societies were unaware of the cultural biases and needs of other world cultures and environments. For instance, modern communities had little knowledge or few connections to the sources or production of their consumer goods. Unawareness leads to isolated indifference for the conditions or requirements of the sustainability of other cultures or global environments. He asserted that the compartmentalization of modernity must be addressed because globalization processes advances our ways found in individualistic culture to other societies. Therefore, more holistic analyses were needed to make modern populations and those who would emulate modernity alert to the ramifications of globalization processes. It was interesting that this concept was mentioned by many of the participants in their interviews who had not read Sack (1997).

Bridges's (1980) assessment of modern societies focused on modern and individualistic cultural malaise, such as loneliness, addictions, crime, and mental illnesses within times of tragedy and/or change, as compared to more traditional societies. His conclusions were that modern societies have lost much of the community support and rituals that facilitated common, yet difficult, life transitions. Bridges (1980) believed it was traditions and rituals for managing transitions that clarified important coping skills in life. He thought that modern societies utilized displacement or numbing tactics, such as dependencies and entertainment, during times of painful transitions. These tactics lead to increased social problems. Participants' conclusions coincided repeatedly with Bridges (1980) assessments.

The literature of Maybury-Lewis (1997) was a leading source for cross-cultural identity examination pertaining to individual and community forces on culture. He reviewed the literature on Constructionist Theory, which asserted all identity was constructed by individuals. He concluded from his research that cultural identity and cultural biases were most often unconsciously created in the tensions between the individual and interactions within larger societies. His definitions of cultural identity aided in analysis of this interview data.

Gannon (2004) examined stereotypical cultures of nations through metaphors. He specifically identified the United States' society as an individualist culture with corporate qualities. He identified United States' cultural traits were found within the competition and uniqueness of the individual, plus these traits contained some corporate team efforts and ideological expectations toward cohesive unification.

Cultural theories and research utilizing Douglas's grid and group. Thompson, Ellis, and Wildavsky (1990) applied the theories and typology of Douglas (1982a) to develop their socio-cultural viability theory. When confronted with multiple contexts, individuals react with resistance, negotiation, compliance, or change according to their original socio-cultural identities (Thompson, Ellis & Wildavsky, 1990). A concept of nature was added to their theory to understand cultural variables. They expanded typology components and definitions within the fours quadrants to include fatalists within bureaucracies; hierarchies and ideology within corporate settings; limited resources for collectivists; and unlimited resources for the individualist. This extended the uses of the typology to show that, "Grid and group opens up relatively unexplored but important avenues of cultural expression" (p. 13).

Nomenclatures used in the grid and group matrix quadrants have varied from multiple studies based on Douglas's work (1982a). For instance, Thompson, Ellis and Wildavsky (1990) used the terminology of fatalist instead of bureaucratic and hierarchal instead of corporate for the high grid categories.

Along with other cultural theorists, Billings (1987) offered a barometer to ascertain individualistic and collectivist orientations of the grid and group genre within narratives, which helped to analyze the interviews. She specifically looked at cultural expressions of art, hobbies, music, and family construction to determine ranges of individualistic to collective choices. Billings (1987) stated, "expressive patterns are related to cultural patterns in systematic ways…analysis of societies in terms of contrast between individualism and group orientation reveals and documents one of those ways". She included among the many individualistic variables, the presence of competitive

attitudes with fast-paced behavior and goals for unique accomplishments. Alternatively, collectivist components highlighted cooperative attitudes to accomplish traditional goals. This collectivism model exhibited slow-paced behavior and concern for group enrichment and survival over the individual self.

Douglas' (1982a) typology matrix was used successfully to identify cultural biases for research issues concerning individuals, communities, and institutions (Gross, & Rayner, 1985; Harris, 1995; Harris, 2005; Stansberry, 2001). Using the typology, researchers placed data within the typology matrix for analysis based on high or low grid and high or low group.

Bloor and Bloor (1982) applied Douglas' (1982a) typology in an exploratory study about 40 scientists. In analyzing the individual, they concluded, "that in a largely unconscious way, people do describe their social experience in a fashion that can be related to the grid and group axes…it proved impossible to resist the conclusion that here was a tool of analysis that genuinely allows progress to be made (on operationalizing central concepts)" (p.102). This study helped to realize meaning for individual's exposure to foreign stimuli or culture. Regardless of cultural context, this exposure could be graphed on what Bloor & Bloor (1982, p.117) called the "stable diagonal" within the grid and group matrix. The stable diagonal accommodated change within the individual's worldview and behavior over time and space. It represented a physical X placed on top and sunk within the four-way horizontal and vertical arrows of the grid and group diagram.

In addition, Gross and Rayner (1985) applied grid and group design to gauge community reactions and beliefs toward social issues of risk, specifically the use of

nuclear energy. Gross and Rayner (1985) examined several communities with similar social concerns and determined separate contexts based on placement of attitudes in the matrix of grid and group. The authors were able to understand the role of culture in the outcomes versus individual and environmental constraints:

> The hypothesis (of grid and group) is that different (social components) with the same combination of grid and group typology will reflect the same cultural patterns of behavior and attitudes, whether the location is in an African village, a New York corporate office, or a submarine. (p. ix)

In identity theory, a critical debate ensued whether the individual was constrained by his or her culture or if everyone had total freedom of choice (Maybury-Lewis, 1997). Gross and Rayner (1985) answered this dilemma logically by explaining how the model of grid and group could alleviate a polar opposite mentality:

While grid and group is a comparative device for social systems and not precise measurements, it is capable of illuminating and appreciating the complex connections between pressures exerted by social environments and the culturally-created responses of individuals to those pressures. The pendulum has swung from treating culture as a solid thing…to the other extreme. Everyone knows that cultural categories can be renegotiated and everyone is actively engaged in doing so. [However] The real log jam is unmoved… and there is a block to understanding how the universe of humanly fabricated categories…[can] act sometimes as a lag on the perspective of what is possible and sometimes as a spur to individual creativity. What is needed is a theory, which also explains stabilizing processes. (p. xix)

Gross and Rayner (1985) addressed this issue of charting cultural change and stabilizing processes. They relied on Douglas's (1982a) typology, "Objectives (of the grid and group matrix) provide for anyone desirous of checking out the pressures of constraint and opportunity, which are presumed to shape individual responses to the social environment" (p.xxii). Further elaborating they explained, "Routes of possible change in a typology enable one to compare what is changing and what stays the same when a social unit undergoes transition from one type to another" (p.17). Gross and Rayner (1985) believed that grid and group typology was not cultural determinism of how the individual would act within their culture or within a cultural change. It gauged, instead, the pull of culture, the environment, ideologies, and relationships, and in what direction the individual leans. It was all up to the individual's perspective, as a right to accept or reject identity, behavior and responsibility. Gross and Rayner's (1985) work was of interest to this study, because they addressed the individual, community patterns of culture, and cultural change.

Stansberry (2001) established cultural beliefs of a community of faculty in regard to new technologies at Midwestern University by using Douglas' (1982a) typology of grid and group. She analyzed faculty adaptations to new instructional implementations. She wanted to understand the personality types which adapted easily or moved slowly toward the sea change of computerization within higher education. By applying Douglas's (1982a) grid and group typology, Stansberry was able to conclude from her two descriptive case studies, at her institute of higher education, there was strong group membership, but grid cohesion depended on cooperation from hierarchies and risks involved in new processes.

Lingenfelter (1996) examined larger societies and categorized five 'ways of life'. Building on Thompson, Ellis, and Wildavsky's (1990) earlier work, he offered five cultural prototypes and three systems of production for missionary work. In addition, Lingenfelter and Lingenfelter (2003) used the grid and group framework to view other cultural realities and logic when they taught school in another country. They explored unfamiliar cultural expectations to increase academic successes between the cultures of teachers and students. Lingenfelter and Lingenfelter (2003) emphasized understanding the grid and group typology to recognize and facilitate cross-cultural cognitive differences that could prohibit effective multi-cultural teaching and learning outcomes.

Harris (1995) applied data to the typology of grid and group to comprehend differences in school's and student's cultures. He stated the answer to whether leaders can affect culture depended on the culture of the students and "their specific grid and group lenses" (p. 643). Harris (1995) explained the grid and group format could be used in larger educational contexts. Harris (1995) concluded that the typology of grid and group can be "applied fruitfully to educational settings…for a focus on individual and group relationships" (p. 644). This was because "One of the model's most beneficial aspects is its holistic, comprehensive nature" (p. 619). "It possesses the dual advantage of holding on to the best of previous research and practice, while opening up relatively unexplored and important avenues of cultural expression" (p. 644).

Harris (1995) applied the analysis to four different schools to understand their culture, as "organizations do not *have* cultures, they *are* cultures" (p. 618). Harris (2005) stated that realities or perspectives were based on values, and he advocated the use of grid and group typology analysis to enact needed improvements for schools.

Harris (2005) presented strategies to improve schools and how to apply them. Understanding types of school cultures was a critical step accomplished through the typology of grid and group (Douglas, 1982a). Furthermore, the survey instrument and assessment tool from Harris's (2005) publication assisted in analyzing the data for the cultural bias context of educational assumptions in this study.

Chapter Summary

Examination of the literature fell into the three areas of: historical review of internationalized education, research specifically about internationalized higher educational perspectives, experiences, and expectations, and finally, the use of Douglas's (1982a) typology of grid and group in research. These foci lent to the general understanding of the topic and research questions results and analyses.

CHAPTER III

METHODOLOGY

U.S. students should benefit from international students so that they will not be so
academically inbred and alienated from other's experiences.
<div align="right">Dr. Aberdeen, Participant Professor</div>

This study examined selected educational assumptions for selected professors and

international students. At Midwestern University, during the 2006-2007 school year, data

were gathered through individual interviews, a survey, and field notes and written in a

reflexive journal (McCracken, 1989, Erlandson et al., 1993; Crotty, 1998; Creswell,

2003). Data were utilized with naturalistic inquiry (Erlandson et al., 1993), a research

paradigm that recognizes multiple constructions of realities for the participants and the

researcher. Naturalistic inquiry must have trustworthiness and credibility, was attained

through a purposive sampling design and multiple interviews.

For purposeful sampling, I chose possible participants with the help of the

International Student and Scholars Association, the International Studies Program, and

the Institutional Resources department. Based on this input, I identified and solicited four

professors in science and social science departments and 11 international students.

Analyses are developed with Douglas's (1982a) typology of grid and group and

cultural theories, including Billing's (1987) cultural characteristic indicators. Douglas's

(1982a) typology of grid and group is a conceptual framework that categorizes and

demonstrates data. Billings (1987) uses characteristics of music and art preferences and family structure to classify individuals as leaning toward individualism or collectivism within their culture. Patterns of internationalized assumptions are identified from results of the naturalistic inquiries and the grid and group survey.

Purposeful Sampling

Participants were identified for purposive sampling to maximize the range of specific information about explicit contexts. Chosen from the School of International Studies graduate program, the international student and professor participants focused on degrees of Master's of Science in International Studies, Masters International Program (MIP), or a Certificate of International Studies. Ratios of students enrolled in these programs were approximately half international students and half U.S. students. There were over 140 faculty in the three programs ranging from every department and teaching internationalized classes at Midwestern University.

Core courses for the three programs concentrated on international issues and international business as part of the coursework. The curriculum of the Master's of Science degree encouraged students to participate in international experiences. The MIP provided Peace Corps service as part of the degree plan. The Certificate of International Studies offered 15 credit hours of internationalized education designed to compliment other degree coursework, so that internationalized education was designed into existing degree programs.

To designate international students in this graduate program, I sought half male and half female participants from diverse international regions of India, Asia, Eurasia,

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Africa, and the Americas. As the final 11 student participants were in an International

Studies Master's program, they had prior higher educational experiences in their home

nations. Of the four professors, two were from sciences disciplines, one was from a

business discipline, and one was from a social science discipline. Three male professors

and one female professor agreed to be participants of the study. One professor was

originally from another country besides the U.S.

Design

When the candidates were identified, they were contacted to ascertain if they

wished to participate in the study, and then, dates were set for interviews. Interviews

were face-to-face with the researcher. The interview questions were designed to help the

participants furnish narratives related to their history, beliefs, and assumptions about

higher education.

First, informal and general opening questions about participant's educational

history led the discussions. Then pre-designed and open-ended inquiries were asked

about music and art preferences, and family construction to ascertain tendencies toward

characteristics of individualistic or collectivist preferences. Billings (1987) utilized this

method to identify individualistic or collectivist tendencies of individuals and groups.

These questions helped substantiate the grid and group typology classifications of

interview data.

Next, more specific questions directed conversations to address research questions

about internationalized education assumptions. To keep the interviews on track, a series

of prompts about international education comparatives were used to stress educational

assumptions. Finally, a questionnaire (Harris, 2005) was administered to further gauge grid and group (Douglas, 1982a) components of educational assumptions (See Appenmdices A, B, and C for interview questions, survey, and assessment tool).

McCracken (1989) explains the interview is different than the unstructured ethnography or participant observation, because it does not involve prolonged involvement in the life and community of the participant. Instead, interviews have a "more efficient and less obtrusive format, which can take us into the mental world of the individual to glimpse categories and logic by which he or she sees the world" (p.9).

The pre-designed interview questions were critical as they provided direction and scope for the research data and ensured that all terrain was covered in the same order (McCracken, 1989). The interview questions were not to alleviate the "messiness" of the qualitative data, but capture ideas and context in which those ideas occurred (McCracken, 1989). McCracken (1989) explained, "Qualitative methods are most useful and powerful when they are used to discover how the participant sees the world" (p. 21). Therefore, the open-ended interview questions were constructed on pertinent topics, but it was important that the participants were allowed to tell their stories in their own terms.

The act of reflection for participants may have created new self-awareness and reflexivity not before understood, acted as a "catharsis", or bought closure (McCracken, 1989). Therefore, the timing and spacing of interviews were important to allow those processes to unfold.

Eliciting and prompting by a researcher can bias data, so my reflexive analysis was integrated at each stage and research step. A reflexive analysis recognized my personal bias and thoughts and viewed interpretation of data through this lens. My goal

was to interpret data using participant's meanings. As I could not detach one hundred percent, my autobiographical renditions of the interviews, settings, and environments provided further analysis. My writings were the imagery of what I saw and thought, bringing both transparency and concreteness to the data.

Data Collection and Procedures

Interview meetings with participants were held near or on the campus of the university at a location of their choice. There were at least two contacts for each participant spaced over time to allow participants to reflect on and verify information given. All interview questions were similar but tailored to either international students or professors.

Sharing research results with participants between interviews and the final product was an important part of the research process. Confirmability of the study was accomplished through member-checking and triangulation of data (Erlandson et al., 1993). Additional meetings occurred with participants, if necessary.

Details of the interviews and observations of the participants' demeanor were recorded in field notes and my reflections were written in a personal journal to further develop the data. Thick descriptions of data and settings enhanced transferability to other contexts. I kept reflexive field notes for documentation of settings, environments, impressions, autobiographical details, and events.

The field notes and my reflexive journal of thick descriptions, narratives, contextual data, survey questions, interpretations, summaries, analysis, and conclusions were entered on computer database software on a laptop not connected to the internet to

assure confidentiality. Each participant chose a code name, or one was assigned, if they wished. In keeping with some common cultural preference protocols, some names had titles. All records connecting identities with code names will be destroyed after the dissertation is published.

Further credibility was developed through peer-debriefing and an audit trail. Peer-debriefing of the reflexive journal occurred during the research phase and continued during the writing of the chapters over data, data analysis, and conclusions. An audit trail augmented consistency, transparency, trustworthiness, and dependability from the first steps of the research project to the last conclusions of the case study report (Erlandson et al., 1993).

Finally, an identical questionnaire was given to both international students and professors based on Harris's (2005) survey instrument for grid and group educational assumptions. The questions within this survey addressed grid cultural preferences for authority structures, professor autonomy in textbook selection, goals, hiring decisions of other professors, class schedules, instructional methods, and funding for resources. Grid questions also examined student roles, ownership of educational responsibilities, preferences of teaching and learning atmospheres, rules and procedures, and self-motivations.

Group questions concerned preferences of educational atmospheres for instructional activities, socialization and work, intrinsic rewards, and evaluations. Preferences of group or individual goals were examined for the planning of teaching and learning, member duties, curriculum, communications, control of instructional resources, loyalty, responsibilities, and decision making.

Conceptual Frame for Analysis of Grid and Group

The grid and group model established dynamic interactions, interdependency, and interrelationships among individuals and their organizational contexts (Douglas, 1982a). The results of the survey instrument (Apprendix D) divulged data examined and correlated to the characteristics of the quadrants in Figure 2, as outlined and defined by Stansberry (2001).

Figure 2. Characteristic Points within the Grid and Group Framework

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 ┌──────────────┐                          ┌──────────────┐
 │ Bureaucratic │                          │  Corporate   │
 └──────────────┘                          └──────────────┘

 ┌──────────────────┐                   ┌──────────────┐
 │ Individualistic  │                   │ Collectivist │
 └──────────────────┘                   └──────────────┘
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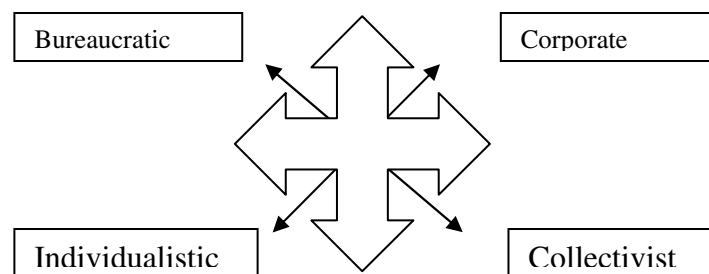
Stansberry (2001) defines stereotypical variables of the typology of grid and group.

Individualistic (low grid and low group or a southwest quadrant orientation):

❖ The individual is not constrained by the group.

❖ Role status and rewards are competitive and achieved.

❖ There is little distinction between individuals' statuses.

❖ Long-term group survival is not important.

Bureaucratic (high-grid and low-group or a northwest quadrant orientation)

❖ In the extreme, the individual has no scope for personal transactions.

- ❖ There is minimal personal autonomy.

- ❖ Individual is defined by the role and is rewarded in the context of the role.

- ❖ Group survival is not important.

Corporate Systemic (high-grid and high-group or a northeast quadrant orientation)

- ❖ Social experiences are constrained by external boundaries maintained by the group against outsiders.

- ❖ Individual identity is derived from group membership

- ❖ Individualistic behavior is subject to controls exercised in the name of the group.

- ❖ A pyramid of hierarchy of roles involves the greatest individual power at the top.

- ❖ Group survival and perpetuation of traditions are utmost.

Collectivist (low grid and high group or a southeast quadrant orientation)

- ❖ Individual's identity is derived from the group.

- ❖ Individual behavior is controlled in the name of the group.

- ❖ With few specialized roles, status is competitive, yet because of group influence, rules for status determination are more stable than in low group placements.

- ❖ The perpetuation of corporate goals and group survival is important.

Chronologically, the interview data were examined first for data analysis. Using Stansberry's (2001) variables within quadrants of the typology, I looked for emerging patterns of data. The patterns and trends found in this grounded research were sorted within the grid and group framework to speak to the research questions. I assessed these

data and placed each participant in the grid and group typology according to their orientation for the four quadrants of bureaucratic, corporate, individualistic, or collectivist.

Then the survey was administered either personally by me or taken privately by the participant and returned by mail, according to the participants' choice. The results of this questionnaire were plotted numerically into the assessment tool for the contextual framework of grid and group (Douglas, 1982a) and analyzed for each participant. A comparison was made with the quadrant predictions of the interview data and the resulting numerical values of the survey data.

When plotting data on the assessment tool, as seen in Figure 3, it is common to find points scattered in "two or more quadrants with clusters of points focused in one dominant quadrant to provide personality and cultural assessments where an individual has a dominant behavioral preference but exhibits characteristics of other behaviors or temperaments as well" (Harris, 2005, p. 78-79). Ultimately, the grid and group framework may assist other educators to understand internationalized educational assumptions of international students and professors. "Leaders and other educators in a particular context can better understand how social roles constrain or confer individual autonomy and how membership and collective participation in groups are deemed essential or marginal to social relationships and transactions" (Harris, 1995, p. 643).
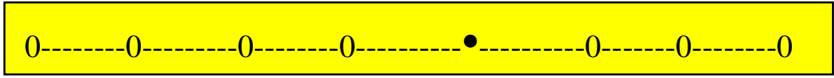
Data Analyses

Data were analyzed from both the interviews and survey results. From interviews, data were examined to find patterns of common and divergent assumptions among

participants regarding individualistic and group orientation world views. (Erlandson et al., 1993; McCracken, 1989). In addition, Billings's (1987) methods of categories devised from family structure and activities involving music, hobbies, and art were used to ascertain cultural ranges between individualistic and collectivist orientations. Ultimately, the interview data patterns were compared to survey data patterns and trends to develop parameters of understanding for each participant in regards to research questions and then compared with all participants' data.

The sample survey instrument, as seen in Figure 3, was the diagnostic tool to assess measurements of grid and group strength of educational assumptions (Harris, 2005). For this study, the Douglas (1982a) model provided a conceptual lens to discover meanings in contexts and the dimensions of those meanings which allowed comparisons and contrasts with other contexts (Harris, 1995). Data from surveys were converted into participant's mean scores on each topic. Relationships between all participants' interview data and survey scores were examined for emerging patterns and trends. From the collective data, profiles of cultural biases for international students and their professors emerged concerning four cultural bias types, educational assumptions of those types of cultural biases, and perspectives about the other cultural biases in regard to educational practices.

Figure 3. Example Survey Instrument.

Item	Grid Consideration	Score
S1	I prefer an educational atmosphere where my role(s) is: Non-specialized/ Specialized/ No explicit job description Explicit description 0--------0---------0--------0----------●----------0-------0--------0 1 2 3 4 5 6 7 8	5

For each set of survey questions, there are 12 questions to evaluate either grid or group strength of educational assumptions, creating 24 survey questions in all: "For each item, there is a continuum of one to eight (1-8). The number one (1) signifies the weakest [lowest] level of analysis…and the number eight (8) represents the strongest [highest] level. The intermediate numbers (2-6) provide a continuous scale between these extremes" (Harris, 2005, p.72).

After finding the mean of scores for each individual, results of all participants were plotted. The grid and group model pointed to underlying constructivist premises, which was valuable in looking at different interpretations of world, educational, and social relations. "In educational research, the [grid and group] model offers diversity without sacrificing manageability" (Harris, 1995, p.642).

The grid and group survey results were analyzed through the assessment tool shown in Figure 4 (Harris, 2005). This assessment tool facilitated identifying relationships to illuminate the influences of culture through the use of inductive logic [in

educational research] (Harris, 1995). The grid placement showed positional and personal

power within institutions, and group placement determined the individual

insider/outsider, plus short term/long term characteristics (Harris, 2005). "The high and

low degrees of the grid and group dimensions are important in determining social

pressures on individuals to perform or act in certain ways" (Harris, 1995, p. 643).

Figure 4. Grid and Group Assessment Tool
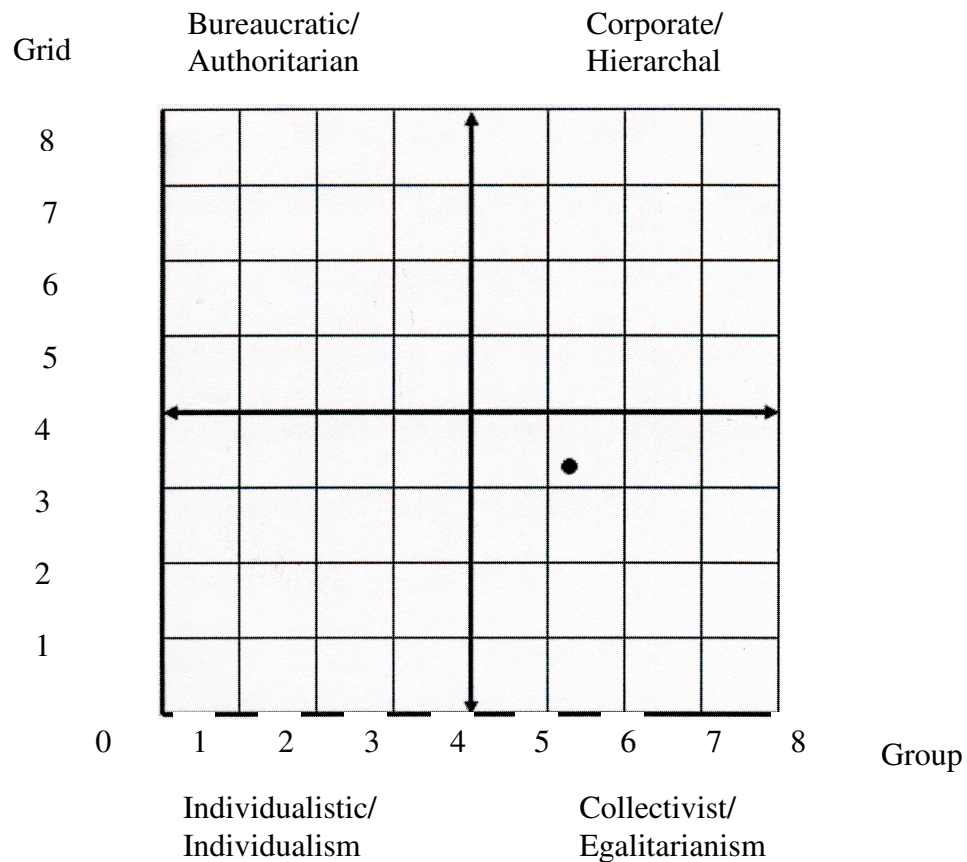
Uses and Verifications of the Study

Participants were informed of their rights and consented to the study parameters.

Following the Institutional Review Board's guidelines, each participant received a copy

of the statement of consent, which explained the limits of the study, the participants'

rights, and the intended uses of the material. Included in participants' rights were the rights to refuse to answer any questions, to request information not be revealed, and to request pseudonyms and generalized home locations in reports. Once the interviews were finished, the data were typed up and results were double-checked by the participants for clarity and further additions or deletions. Therefore, baseline analyses of educational assumptions were established for each individual. It was not meant for any analyses or conclusions to represent other higher education students, present or past. Data analysis and conclusions pertained to the selected participants and were not generalized to other populations.

Chapter Summary

Data collected were scrutinized under the rigorous tests of trustworthiness, credibility, confirmability, validity, transferability, consistency, dependability, transparency and concreteness (Erlandson et al., 1993; Creswell, 2003). All survey data were examined through the assessment tool of Douglas's (1982a) typology of grid and group.

Conclusions and recommendations were drawn from extensive data analyses. The analyses allowed "rich, condensed, and contextual descriptions" (Van Maanen, 1988, p. 103-119) and demonstrated exactness, economy, and quality checks (McCracken, 1989).

CHAPER IV

DATA PRESENTATION

Education commences at the mother's knee, and every word spoken within
the hearsay of little children tends towards the formation of character.
                                                                    Lord Brougham

Assumptions about internationalized education convene in the classroom, on

campus, and in private lives. Sometimes, these assumptions are congruent and

productive. At other times, international educational assumptions create cultural

misunderstandings. To develop understanding about internationalized education, the first

steps should identify who is involved and what is assumed to be true about education.

In 2007, 15 interviews were conducted with international students and their

professors at Midwestern University in the United States. From the interviews, data were

sorted into categories of Private Lives and Educational Lives. The category of Private

Lives was examined through participant narratives about family life and music, art, and

expressive style preferences (Billings, 1987). The category of Educational Lives was

sorted into: 1) past educational assumptions of traditional learning strategies, 2) changed

educational assumptions after new experiential learning within internationalized

education, 3) and participants' ideal educational settings and cross-cultural educational

suggestions (Lingenfelter & Lingenfelter, 2003). The interview data provided

educational histories, cultural biases, educational assumptions, how assumptions changed

with encounters of U.S. higher education, and views about ideal internationalized educational settings and curriculum.

Often, I paraphrased participants in this data presentation chapter. International students' comprehension of English was good; however, their vocabulary semantics were not always clear for the written record. For instance, one student said his purpose and meaning for a profession changed, when he took social science classes. I reported he changed his choice of profession when he took social science classes.

The 11 international students interviewed were from diverse continental locations. Identifying information concerning national home locations and other personal details were not included in this study report. Participant names were coded for anonymity. Participants chose code names, or names were assigned, if no preference was indicated. According to cultural assumptions, some names had formal titles in front of names. Two students were from Latin America, two were from Africa, one was from Europe, one was a North American expatriate from West Asia, one was from East Asia, one was from Southeast Asia, one was from Central Asia, and two were specifically from India. The six male and five female international student participants were also enrolled in a Master's International Studies program. In addition, four professors, three male and one female, representing the disciplines of business, social science, and sciences, were interviewed from the Master's International Studies program.

After the interviews, a survey instrument (Appendix B) was administered to illicit specific preferences toward educational processes. The questions addressed preferences in educational methods, resources, settings, organization, motivation, instruction, and assessment. Answers were placed in a grid and group typology assessment tool

(Appendix C) with four quadrants designating cultural biases for collectivist, corporate, individualistic, or bureaucratic (Harris, 2005).

Within the separate participant survey scores, five international students scored in the collectivist genre, while four scored as corporative. This meant that five international students favored collectivist (high group and low grid) egalitarian group organizational structures, while four students leaned toward corporate (high grid and high group) or hierarchal group organizational structures. One student scored in the bureaucratic area (high grid and low group) of organizational structure, which was a preference for rigid individual roles. One student scored within individualistic (low group and low grid) organizational structure, demonstrating preferences for few roles or rules. Three professors scored as egalitarian-collectivist, and one scored as individualistic.

Private Lives of International Students

Interview questions concerning the categories of private lives for international students and professors address Billings's (1987) methods of identifying individualistic or collective cultural biases. Her research shows that strong family connections, preferences for traditional music and art, and group-oriented hobbies indicate tendencies of collectivist life-styles. Modern music and art, small families with weak connections, and hobbies accomplished by a single person may reflect an individualistic orientation in cultural biases.

For the majority of the international students, family life in their home countries was still dominant in their current lives. Nine of the 11 students grew up intertwined with many relatives, either within their homes or close by. Extended families combined many

older relatives as care-givers and cousins as siblings. As compared, nuclear families primarily involved parents and children, as a central unit, and the children became independent when they became adults (Ember & Ember, 2002). The extended family structures continued to be important for the adult students with rules and guidance, as well as financial and emotional security. For example, Marta often kept in contact with her family in her country. She explained, "My cousins are like my sisters." Arnold said about his family influence, "I respect the traditions of my family and home".

Mr. Washington is a lawyer in his home country and his family is a large extended family. While here, he keeps in weekly contact with them. International student Jack highly cherishes the decisions of his family. "I am close to my family", he emphasizes. He thinks his family provided the educational support for his academic and personal success, which was based on his language skills. He states,

> In my home country, not many can speak good English and my parents insisted on my English proficiency. I am close to my family, and at home, all my family live in close proximity to my parent's home. My parents still support me financially and do not pressure me to finish my education or to work in a career.

Jack's parents recently gave permission for his engagement to a woman from his country, but the couple was waiting to marry until they had permission from her parents.

Another international student, Bonnie, was already in an arranged marriage. Bonnie stated, "In my culture, children respect elders and live with their parents until married." Before marriage, Bonnie's family presented her with several choices of men. After she married, the couple came to the United States. She said it was important to

respect elders in her culture. She missed her family but was satisfied with the marriage tradition:

> I chose my husband from many choices. Americans have the right to choose [their marriage partners], but they need advice. There should be a balance between the two ways. Currently, I am here in the United States, so my husband can get an education at the university. I am in the International Studies program to stay busy. I previously have a Master's in marketing from my home country.

Elijah's father was the head of a large extended family, "My father was a teacher with seven children, who was responsible for many family members and paid tuition for my cousins to go to school." Elijah felt his father was deeply involved with his educational success. He said his parents were hard on him to study. Elijah explained he could not go out in high school. Once he was in college, he knew how to study on his own. He commented,

> Parents need to get involved in education early, and teachers need to know their students' home lives. There is a saying (paraphrasing Plato) that means when teachers start letting their students go their own way, and when parents give up their missions, it is the beginning of tyranny. Students should not work. They should only desire to study and see results.

Close family ties at home often created feelings of isolation for international students, once here in the United States. An international student, who chose to be called Mr. King, said that when he first came he felt culturally challenged. It was his first time away from home and it took a toll on him. Mr. King explained,

When I left, three-fourths of my family saw me off at the airport. When I arrived in the United States, there were only one or two people to meet me. The material wealth of the U.S. was an adjustment too. Here, I had a phone and a TV in my room, which was rare at home. No one at home had these things. However, I had no kitchen utensils. At home, I would ask my neighbor to assist me when I needed something. I asked my neighbors here, and they told me to go to Wal-Mart. I did not know what that was. In my country, I had a family and a community to help me; not so here.

Mr. King's father was the head of a large extended family and a role model for his village. His mother was integral in providing money and incentives for his education. His father told him that education was Mr. King's inheritance. Mr. King expected to follow in his father's footsteps someday. He said,

I had three options: Work hard, work hard, work hard. As the last of ten children, my father told me not to be a burden on my parents or older siblings. My mother was instrumental in my life by creating handicraft, which aided in paying for my school. My mother influenced me greatly. She did not go to school, because there was only money for boys. Yet, she became a community nurse and started a woman's self-help group. It was funded by a Norwegian grant. My mother's organization was so successful; they used her work as a model in governmental books on the topic.

The two international students who did not have extended families still found family to be necessary, as a support system. Eva had a father, step-mother, and step-siblings at home but did not feel close to them. She first came to the United States in high

school for foreign exchange programs, where she found her host family. Eva said, "My host family became the role model of what a family should be and they are now my support system." Her desires for the future are to have her own family and live in a larger urban city.

The other international student's family expatriated from the U.S. when she was very small. Pricilla was raised in the other country in a small close knit nuclear family. She explained that the rest of her family was still in the U.S. and that distance made it hard to get to know them. Her expatriate location was her community and a self-contained city. Her teachers were her friends and mentors. Yet, Pricilla had to travel to the U.S. for a year to go to boarding school when she was in the 9th grade. At the time there was no high school for her, and it was feared that North American students would corrupt the local population if she went to a national high school. Pricilla experienced culture shock when she went to a North American boarding high school for a year.

My biggest shock was lack of respect from both students and teachers in the U.S. The high school freshmen did not know much academically. I felt the curriculum had a lot of busy work. Even the smart people had bad attitudes. I found the U.S. students lacked expectations to go to college, even if they could afford it. In my [North American] boarding school, illiteracy was a problem because people had money and connections.

Pricilla and Eva were not the only participants who had previously traveled to the United States. Arnold did his undergraduate work here, and Ponce and Jane's fathers were teachers who spent intermittent years in the U.S. with their families. As a child in American primary and secondary schools, Jane's education was intermingled with the

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education of her home country. As a result, she said she experienced double cultural shock. This was the same for five of the eleven international students from their previous experiences living within the culture of the U.S., before their Master's program at the Midwestern University.

Some international students said they had professional parents. I wondered about the internationals student's economic and social status within their home countries. While many students did not give this information directly, one international student talked about her maid, and five students said they had professional parents, such as teachers or doctors. Others talked about expensive private schools they attended, due to low levels of scholastics at public schools in their home countries.

Music, Art, and Expressive Styles

Billings (1987) defined collectivist expressive styles as traditional, slow paced, rhythmic or repetitious, and realistic with natural settings. Individualistic styles were more complex, fast paced, abstract, unique, and modern. Many students were immersed in arts and music at home but also embraced American fine arts. Eva said "My hobby is ballroom dancing." She liked modern music but was also grounded in the traditional aspects of her music at home. Arnold respected the music of his county too. He said, "I appreciate traditional music. It represents folk thoughts and spirituality. Yet, I listen to many kinds of music now, including rock." Elijah explained he was connected to his traditional art and music from his nation, but also liked new American music:

At home, art is deep and linked to cultures and nature. It is close to society and daily meanings of life. However, I like the American music and I am open to new experiences such as Rap, Reggae, and Classical.

Several international students used music or art to cope with the loneliness of a foreign country. Mr. King brought music from home to keep from being homesick:

The tapes of my country's beats and music help me through. I do not like Rap or Rock, and MTV is vulgar. I do listen to R&B here. I also like Reggae and I listen to NPR's classical music, when I study. I go to church to play the guitar here, and I like Contemporary Christian music. This helps me interact with others. I looked for a church that has a lot of singing and clapping like at home.

Jack said he is a musical person who sings and dances. He explained, "Music is important to refresh my mind and relax. I prefer the music and songs of my country." Jack said, "Everybody has their own thoughts, and I just go my own way. I listen to my music here. Except in this country, I enjoy singing in church, and sometimes, I paint biblical images and scenery."

Marta uses music as stress management. Her favorite group is Spanish, as they do happy and romantic music. She likes classical and quiet music too. Her surroundings are currently filled with traditional crafts.

Handicraft arts from my home country are very important to me and my people. At home, the traditional crafts are taught to children at an early age. This helps the children to learn to concentrate, as crafts teach children how to follow detailed instructions.

The expatriate, Pricilla, prefers Arabian music and purchases it specially. She says she likes most American music, but can't stand classical. Pricilla also has specific tastes in art:

I prefer to sketch with lead and charcoal, as painting is too heavy and permanent. I especially favor cultural art and calligraphy. Photography is best. In decorating, I like simplicity with no frills; more masculine and clean lines with the warmth of wood and pottery.

Jane spent time as a child in the U.S., and she developed her artistic tastes here in the States. She said that her schools in her home nation did not offer art or music curriculum. To continue with her liberal arts training when she went to her home country, her parents paid for her to take both art and music lessons. She persisted and became part of the orchestra at her home undergraduate university. In art, she preferred the oceanic scenes of her home nation.

Ponce comes from a family of art critics. In his country, his family is part of an organization for national patrons of the arts. He judges art contests and is an expert on the plastic arts [three dimensional arts] of his country. He prefers abstract. In music, he loves U.S. Rock and Roll and goes to concerts.

From my own international experiences, I enjoy foreign expressive art and music of other nations. The foreign songs and art are deeply ingrained in me. Just to hear a song from one of my international research locations brings memories flooding back. I wonder if these international student particpants will be influenced as deeply in their future by their U.S. music and art experiences.

Private Lives of Professors

Data on the private lives of the professors in this case study shed light on professor's cultural biases. In line with Billing's (1987) methods, I looked at details of individualistic or collectivist life-styles of the professor participants. Subsequently, I compared this data with their survey scores.

Two of the four professors found their family lives critical to their well being. Dr. Aberdeen said he was family-oriented and involved with nature at his home (almost spiritually). He said he is very committed to his causes and transfers his ideals into pragmatic labor. Dr. Major explained the importance of his family:

My family involvements are one of the highlights of my life. I like to go on fishing trips with them just so I can enjoy the company of the get-togethers. I grew up with a large family, and I continue to have all the family gatherings at my home. I even like to cook for them.

Dr. Stani is from a nuclear family unit and enjoys the company of his large dogs. Dr. Ceres is originally from another nation and did not talk about her family. She did speak of her home education where she received an international education from both public and private schools. Dr. Ceres enjoys teaching and research at the Midwestern University and she spoke of her graduate students, as though they were in her care.

Music, Art, and Expressive Styles

Dr. Aberdeen is an outdoor person who said that his work is both his hobby and self-expression. He likes traditional art and music. In music, Dr. Major favors older 50s and country-western music. When he travels, he enjoys art museums and always makes a

point to see the local art galleries. He prefers the efficiency of impressionists like Monet. Dr. Stani prefers modern contemporary music, poetry, and art. He defines his tastes as continental (European), "I like impressionist art, but dislike old classics such as the Dutch masters. My hobbies are fly-fishing, photography, reading, and especially scuba diving."

Dr. Ceres likes to study other cultures. She speaks multiple languages and travels internationally. When she travels, she enjoys reading the histories and philosophies of other countries. In art and music, her tastes lean toward the eclectic:

I am fond of unfinished works and Van Gogh is my favorite. I feel uncomfortable around detailed pieces, such as prints, etchings and photographic art. I learned the piano and also the guitar, which is considered a boys instrument in my country. I like innovative and unique music such as original jazz. Jazz has both pleasant and unpleasant qualities; is soft and yet delivers a punch. Classical music is too repetitive for me.

Educational Lives of International Students

Past educational experiences influence current educational assumptions. Once international students interact with other cultures, those educational assumptions may remain steadfast, blend, or change. The interview questions for this section address past educational assumptions, changes to educational assumptions, and ideal educational settings.

International students talked about their past education. Their elementary, secondary, and college education helped shape assumptions about societal classes and hierarchies. Bonnie said that:

In my country, traditional gender, social, and caste classes are separated in schools. I went to an all-girls school. There are more males in college at home than here. Gender relationships are changing with women's education. Now, both men and women work outside the home in urban areas. However, gender relationships have not changed in the rural areas.

Jack was tracked academically and socially with other students:

In primary school at home, there were three years of kindergarten: lower, middle, and large. From testing in Large Kindergarten, I was tracked into certain classes. After that, measurements of education were in standards [instead of grades]. Standards of school levels progressed up to the 10th. High school had standards six to ten. There were 50-60 classmates that went through all years of school with me from the last level of kindergarten through high school.

My high school was a public Catholic school, which was difficult to get into. The school interviewed my parents to see if they were educated. I feel that in my home country, many students today are more educated than their parents. Both of my parents are educated, and my father is a professor.

In my high school, I did math all the way up through calculus. I chose engineering out of the specialties in high school. The choices were engineering (focusing on math, physics, and chemistry or MPC), business and marketing (focusing on

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civics, economics, and commerce or E & C), and medicine or health (focusing on biology, physics, and chemistry or BPC).

Marta went to a private primary school and a public high school.

I had a good primary and secondary education in my home country, even with their poor educational reputation. The students sang the national anthem to the flag with the flag bearers marching every day. The ceremonies were required through high school, which created a strong nationalism. I miss that.

In Marta's country, education was expensive and societal levels were created by those who could or could not afford to go to school. Public education was provided in Marta's country up through the primary levels, but high school was very costly for the average family. This created a socio-economic dividing line for those educated:

Schooling, even public school, was expensive compared to national wages. The private schools were very expensive. In my private school, more students were active in the educational process. It was harder in high school. The point system was to 100 with failing at 70-80 points. Students did not choose their subjects, and there were no electives. Everyone had about 13 different subjects they studied all the time. Among other things, my high school system stressed upper level math, and I had five courses of math in 3 years. In my last high school semester, there were only 20-25 people. Elementary school was mandatory, but not high school. Yet, one could not get good jobs without a high school education.

Marta reflected upon the curriculum and instruction of this educational system:

I admit that in my home country, teachers were not good at teaching. They knew their material, but not how to teach it. Recently, my country required that teachers

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have teacher education from normal schools. Before, all that was needed was a high school degree to teach at the elementary level. My country had low levels of reading, so the government started a literacy program in the last two years. The schools created libraries to demonstrate the value of reading, and elementary students took things home to share with their families.

In Jane's country, educational curriculum was segregated according to region and religion, which stratified societal class levels. Religion was very important in her country, and religious studies were nationally mandated. Their President emphasized religion as one of the pillars of the nation. Additionally, various parts of the country had specific economic foci. Therefore, public education was segregated by types of regional economics and religion. Schools were Buddhist, Hindu, Muslim, Protestant, or Catholic:

My friends and social contacts were from my school. Therefore, social segregation was accomplished through both religion and education. Education was also segregated in many other ways in my country. My home town was a university city with an education focus. The best schools were in towns, and schools divided into class and social populations. Urban, village, and rural schools were all different.

Some students considered their primary and secondary education more rigorous than here in the U.S. Eva said her high school was like college, because students chose their career paths. Ponce assumed the schooling in his home country was more in-depth:

Schools in my country taught nine subjects a week to four here in K-12. At home, in elementary school, students wore uniforms. There were no sports, art, or music in school. These subjects were taught by private lessons, which meant there were

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few schools with bands. In my country, classrooms had teacher-centered

instruction, but it may be more open in the classrooms now. Students were

tracked into subjects in high school in humanities, science, law, journalism,

education, and history. I preferred the more in-depth instructions there. I saw

college-type classes in high school. Students also wore suits and ties in high

school per request of the teachers.

Pricilla's experience in her country in K-12 was very positive for her:

My expatriate area was as large as a city, and we were safe. I went to a very

small school with 34 people in my graduating class. There were no pregnancies or

behavior problems. I was used to student-centered and small classes with multiple

[ethnic] nationalities. I took AP (advanced) classes and participated in clubs and

sports. Teachers were my personal friends and mentors. I did not cover my hair,

but I was conservative. I did not start to learn Arabic until high school. I

eventually learned three languages: English, Arabic, and French. After entering

high school, there were more Arabic speaking students. It was natural to assume

all students would go to college. My parents and other students assumed it too.

Other international students described very meager facilities in their K-12

experiences. Mr. Washington's primary and secondary schools had no modern

educational equipment. He said all learning was strictly from the textbook. However,

Jane's schools had no textbooks:

One year, as a primary student, my job was to write the lesson on the board for

the teacher, as there were no textbooks. The students wrote the lessons down. I

often missed the understanding of the lesson, as I was busy writing. In my

country, the educational equipment and furniture were very poor, even at the

university level. Teachers were in short supply and information was not up to

date. I feel I did not learn very much [there]. My country still has few people that

go all the way up through high school or 12 years of school, because not everyone

can afford education.

Original Higher Educational Assumption

Many international students talked about their experiences with a more formal

and in-depth higher education within their countries. Arnold explained, "Students sat in a

certain position, and to eat and drink in class was not allowed. After experiencing an

American education with its flexibility, I could not readjust to the formal education at

home." Bonnie said, "Students addressed teachers with 'Sir' or 'Madam' and never with

their names." Elijah commented, "There was no tolerance of talking in class, unless one

raised their hand." Jane expressed, "The students did not ask many questions, and there

were no critiques [of the education]."

In Eva's Junior College at home, she had a three year program before she could

enter into a Bachelor's program. Elijah felt a Bachelor's degree here was a Master's level

in his country, because his university had three times the number of seat hours in every

school year. The competitiveness for access to higher education was also more intense for

several international students. Elijah stated,

Regardless of poor materials and study conditions, students had to study to

survive. Even if you were smart you could fail. In my country, teachers eliminated

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a quota of students, because there were not enough public university classrooms or teachers.

The organization of education in Elijah's country followed the French system. He assumed his undergraduate higher education was more condensed and demanding:

In college, students had to maintain a certain grade point average over all to advance each year. If their grades were not high enough, students had the option of taking the year's classes over again. Each year ended with an important comprehensive test. Of every 1000 students, 200-300 passed after two years. At the public university, I was part of a large student body that had no interactions with their teachers for the first two years. After a large lecture class in the morning, the students divided into units of about 20, where lecture assistants presided. The afternoon classes investigated practical law case studies, and students did formal presentations. By the third year, there were only 60 or 70 students left for every 1000 that started as freshmen. Professors treated this group of students with respect. After this four-year course, only the best of the best were accepted for another two years. I was one of only 5 who passed at this next level out of the 50-60 accepted.

Jack and Jane had to test into public universities and it was difficult to get into the ones they wanted. The results of Jack's entrance exams directed his career path, which placed him in Computer Technology and not his intended engineering degree:

After high school, there were only so many spots in college and the school you got into depended on your national exams. Only those who tested at close to 100% made it into their choice of university. For instance, medical school was the

toughest. If 40,000 tested to be doctors, only 5000 would make it in. Among

those, only 3000 would become doctors. Other students went to dental or

pharmacy school depending on their test scores.

Jane's experiences with college admission was similar:

Students were ranked according to their scores and tracked into corresponding

schools. The goal of everyone was to do well and pass the exams. It was all highly

competitive. Students did not learn what they needed to know for the exams from

their high schools, and they hired tutors and took practice exams to pass. For

college, students chose which school's exam they wished to take. When students

took tests, it was called 'trying out'. There were only so many slots and colleges

accepted the highest scores. If you did not make it, you tested for another school

and students raced against deadlines for testing. The parents and families set up a

network to check postings of who got in, so they knew whether their students

should be rushed to another school's exam. It is better now, because results are

posted on-line. But what did this do for rural students? This was very stressful for

the families.

Mr. King had to compete with other students for a spot in higher education:

Six public universities exist for about 200,000 high school graduates. Exams are

everything. Only 10,000 are selected to go to the public universities from the

comprehensive qualifying exams. In my university, choices focus on medicine,

architecture, and law. I assume there is a lot of potential in people from my home

country, but few opportunities. The educational system has loans, but they are

politically connected. Students have to afford the texts and wear formal business

attire.

However, once Mr. King gained admission, it was difficult to complete his higher

education program:

> I went to the national university for a B.S. in science and biology. The professors
>
> were demi-gods, who could destroy you by assigning poor grades or bad
>
> recommendations. At my university, there were riots and police used excessive
>
> force. I learned to navigate this chaotic educational system and finished early.

> Multi-lingual capabilities were common for many international students. In Jack's

country, one heard at least three languages spoken in any school, "There were multiple

local dialects, the national language, and English." Pricilla learned three languages, and

went to an Arabic immersion university in a country away from her parents. Elijah spoke

multiple languages: his regional dialect, the official language of French, and English.

Jane said:

> There were over 500 regional dialects in my country, plus the national language
>
> and English. Language became a barrier for me, during the interim comings and
>
> goings of my family to the U.S., when I was a child. I forgot the official language
>
> of my home country while in the U.S., because my family only spoke the local
>
> dialect in our home. Problems arose for me, because they taught school in the
>
> official language of my home country.

Changed Educational Assumptions of International Students

English language training for international students was not always congruent

with the spoken English they encountered. Bonnie said, "At first, I was not sure about the English spoken here [in the Mid West]. I was in Florida and other Eastern states before I came here. Marta said, "Sometimes it is difficult for me to participate in class because of the language barrier. But if I understand, I will participate."

Expected class participation in an informal atmosphere was a different cultural assumption for some students. Elijah said,

At home, my parents were hard on me to study math and other subjects. My first teacher was my father, who monitored my work and met with my teachers. Dedicated teachers came to my house to check on me. The relaxed atmosphere of school here is different. Classroom teachers here allow students to speak freely and no one checks up on me.

Informal in-class participation was stressed by some U.S. professors and Mr. King found this to be problematic:

Vocalizing in classrooms [at home] was not informal, but rather we had formal presentations. When international students go to class [here], they may do good work, but they are graded with U.S. cultural preferences, such as informal class participation. The professors tell me I must talk in class. I feel this type of informal behavior in a professional setting is not always found in international business settings. Other cultures have ways of handling business, but no one here wants to consider them.

Mr. King believes cultural differences in communications create lower grades for international students:

For instance, when issues need to be resolved, the [international] students do not speak for themselves. If they need redress, they expect the hierarchy to do it for them. International students are surprised when no action is taken after presenting a problem to the Dean. I feel their grades are not equal to effort because of cultural differences.

Mr. King experienced culture shock when he first came because of different educational assumptions on the part of professors and students in the United States:

I had to adjust to students talking freely, wearing informal clothing, and calling professors by name. I did not know about computers when I arrived. However, I had to submit assignments electronically. I spent three hours work on assignments when other students would only spend 30 minutes.

Mr. Washington had similar experiences with the curriculum here:

My [North] American school was harder. At this university I studied many resources and additional books. I wrote essays and learned to summarize. Students here must have good brains and good health. The professors gave too many assignments. Last April, I had four exams and seven essays due. I had to sit up all night to finish. I almost died.

Reasons for Involvement in this International Higher Education Program

Several international students reminisced why they chose to come to the United States for a Master's degree in International Studies. Arnold decided to come to the U.S. for a degree in social sciences. He came to this university because a friend suggested this program in International Studies. Elijah had many reasons for his decisions and said:

I had choices to go to France, stay in my country for an aggregate professorship, or come here. The U.S. had better degree opportunities. I could improve my English skills, and the Mid West was more affordable. I knew other students here from my country.

Jack said that no one from his country comes here for their undergraduate schooling:

Students had four years of engineering before they even apply for a student visa. I had 212 college credit hours in engineering before coming to the U.S. I liked this university because of the idea of a state-involved research program. My friends were here too.

Mr. King said he waited for years for the opportunity and funding for his chance to come to the U.S. for an upper-level degree.

Once I acquired my college degree at home, I could not find work. I went into vocational training and worked for two years by overseeing a lumber mill and welding business. A student exchange program came to my village, and a U.S. professor stayed with my family. The professor asked me if I wanted to come to the U.S. for graduate work. I said yes and gave the professor my credentials. I waited another two years to get funds. I wanted to focus on helping people and needed the social sciences programs here in the United States.

Eva wanted to be close to her host family from high school. She tried to live and work in the Untied States:

After my B.A in the States, I could not find work. I felt there was no middle ground for my situation or job starting point. I was overqualified based on my

education, yet I had no experience. I decided to continue on with a Master's program in the U.S.

Pricilla's family retired here and her father was an alum of this university. Jane was not satisfied with her undergraduate degree from her country and her parents encouraged her to come here. It was the first time she was in the United States by herself. Marta came here for a focus on agriculture:

Wheat was very important to the food staple of my country. I looked for a university with a program designed around agriculture. I was accepted by several universities and had the option of going to England. I chose this institution and I have a friend here. Additionally, this school had a good partnership with my university at home with interrelated education. Students from there and here studied for a year in each location. I liked the education system here.

Mr. Washington said:

The university brochure was appealing to me. I found it at an expo showing American universities. Besides my law degree, I wanted a social science degree in international politics and economic relations. The TOEFL requirement was not as high as some, and this was an attractive place to live with lower costs of living. I wanted to come to the middle of the country. I had visited before in the U.S. West and East. I chose this university among others and applied. They had all the modern equipment and social sciences I needed to study here.

Beneficial U. S. Educational Experiences for International Students

International students found many benefits at this Midwestern University. Arnold,

Mr. Washington, and Jack emphasized that social sciences, as part of the curriculum, changed their goals and career paths. Their definitions of social sciences included world histories, economics, geography, anthropology, sociology, psychology, and political science. Arnold explained:

When I first came to college in the U.S., I changed my profession, when I took social science classes. I decided I wanted to contribute to my home society. I went back home, but I did not have enough social science training. I realized I needed an upper level degree. So I came here. It is both good and bad. It is bad I deviated from my original goals, but it is good that I am able to broaden my academics. Here, students can grow out of their shells, although some students still cling to the stereotypes of home.

The experiences of North American social science education changed Jack's thoughts about academics:

I studied social sciences [here] and other subjects along with my chosen discipline. I was never able to study these things before, as exposure to other subjects was not possible across disciplines in my home country. I consider that education here, especially the social sciences, opened new opportunities for me, not just in engineering. I don't want to be the same. I want to do more particular work. I am happy and enjoying what I am studying now. At this university, students have many choices. Curriculum at this university extends beyond the text and utilizes practical applications. I am now interested in non-profit management. I am learning about corporate policies and procedures, management planning, and

how to write an article. My understanding of my life and career is now pragmatic and not just theoretical.

American differences in curriculum and instruction were preferred by many international students. Marta liked the small seminar classes of her Master's program, "I prefer it when students get involved." Mr. Washington commented, "The professors are kind, and the students are polite." Bonnie assumed students have input here and that would not happen in her home country. She stated, "Here, it is up to the students what courses they will take and it is their responsibility to take the right classes. In comparison, at home, classes are assigned." Eva also favored education in the U.S.:

> The system engages the students in a personal way. Here, the teachers interact
>
> with students, the lectures are interesting, and the students remember more.
>
> Homework is given, which connects the student to the educational process.

Jane agreed with this assessment when she said,

> Students learn a little bit everyday and build on that. Here, learning is hands-on
>
> and teachers ask students what they think. I appreciate the handouts, worksheets,
>
> and individual textbooks available for students. I like it that students can take art
>
> and music available in schools.
>
> Ponce thought the organizational structure of this university was better than at
>
> home.

In his country, there was repetition of classes for each department:

> For instance, there was business engineering, math engineering, and language
>
> engineering. It was inefficient because it created too many personnel with not
>
> enough students. I prefer the educational organization of this university.

Ideal Educational Settings for International Students

As a whole, the survey instrument addressed educational preferences, which were congruent with the interview responses of international students' imagined ideal higher education settings. For example, students chose answers on the survey that indicated they preferred textbooks chosen through a balance of power between administration and professors. Bonnie pointed out such a system could be beneficial. She found the curriculum was congruent between the private university in her home country and the U.S. university she currently attended:

> The academic topics are similar, not repetitive, but related. For instance, organizational theory curriculum is the same in both countries because the text is the same. However, there is a different slant in theory. The U.S. teaches about free markets and little about fair markets.

Since her texts were the same, she saw how the same information was used with different theories, according to professors' choices.

As with all the international student participants, Bonnie chose high group survey answers for her educational preferences. High group answers favored group needs, and indeed, Bonnie thought U.S. students should be more like people in her country. She emphasized,

> People should be friendlier like at home. The students here would help me if I asked, but they do not go out of their way. Here, students keep to themselves according to culture. However, that may be because different coursework and

classes appeal to student types and cultures. In my program, there are many students like me.

In the interviews, students stressed that the more flexible classroom atmospheres found in the United States was a good system. On the survey, this attitude was prevalent when most students opted for low grid choices, denoting that students should be encouraged to participate and take ownership of their education. Jane thought there was better debate here and open dialogue, "In my ideal setting, students should be pushed to be skeptical and criticize. Other international students are passive when they first get here." Marta considered that there should be no pressure for grades and students should be able to learn without anxiety. She further stated that ideally, "There should be much practical review and hands-on learning."

On the survey answers, student participants believed that school organization should be balanced between administrator's regulations and professor's negotiations. Eva explained that the ideal educational setting should be a combination of her home country and here:

> Education should be flexible like in the U.S., so you can change your major, if needed. If you change your major in my home country, you lose all your credits. However, an element that is good in my home country is that high school curriculum allows students to focus early on a discipline. There, one can major in nursing, economics, or hospitality courses in high school. Another good aspect is the entrance and exit exams. The first two years of liberal arts should be during the high school years and not in junior college. Yet, the teaching styles are better

in the U.S. at the higher education level, because facts are not only taught, but also applied. With this active learning, facts are easier to grasp.

From the survey, most student choices favor a corporate university backing for student and professor needs and funding. Mr. Washington, who is bureaucratic on the survey, likes the educational setting of this Midwestern University, but he thinks it should have more funding, scholarships, and assistance for students. For instance, they do not offer his international sport of table tennis, and therefore, he cannot get scholarships or play other universities. Mr. Washington explains that, most of all, the logistics of being an international student is difficult:

> I do not have a car. I walk everywhere in all weather, when the university bus is not accessible. There is no Greyhound Bus line available and no bus to the capital city. I have to hire a taxi and it costs $200.00 round trip. I can go to a different city on the university bus, but my family cannot go. This strands my family in this small university town.

From the interviews, a global focus within an ideal educational setting was a common theme for many international students. Students felt affiliations with both their home settings and the benefits found in U.S. universities. All students' survey answers supported this by their choices for collaborative group goals. Arnold believed that for an ideal educational setting, the U.S. universities should examine if degree training here will cross over internationally:

> So many of these [international] students want to go back, but their U.S. education does not fit into their county's needs. On the other hand, countries should follow the U.S. educational format, because it gives students skills in

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comparative social sciences for listening and communications that can be used with other cultures. More importantly, a good education should highlight the objectivity of research and not the ideology of the country. The focus of education in my country was about my country and nothing else. Our curriculum was emotional and subjective, even in the hard sciences. Social Sciences were not offered at all.

While Arnold thought his country's educational focus was not global enough, Mr. King felt that a global education focus was better in his country than in the U.S. He said he was taught a lot about the U.S. before he came here. His curriculum had a global focus and he studied Mark Twain and Shakespeare. Mr. King thought that higher education in the U.S. was focused on the United States:

U.S. students do not know much about the outside world. Textbooks are written with an intensive American focus. America is America oriented, but that is a deficiency. I am active in educating people about my home country. In the university newspaper, there is no international student news. The school paper reports about celebrity information, like that is relevant to student's futures and education! Do you want your sons and daughters to have celebrities as role models? That is what is happening. Britney Spear's life is better known than global issues. Bill Gates knows that the future is global, but U.S. students do not.

Mr. King considers that even U.S. study abroad programs are just tourism called education. He rationalizes,

Students do not go to very different cultures and economic conditions from their lives. They visit Europe and perhaps the nicer places in China that have modern

amenities. A trip to London does not generate international research. Terrorism comes from developing nations, yet U.S. students know nothing of their conditions. The U.S. only offers a military solution and few educational opportunities for this.

Student choices in the survey results were for group egalitarian benefits. In line with this, an ideal higher education setting would have a global focus in Mr. King's vision:

My ideal higher educational setting would be for the global good. Fifty percent of all multi-national companies come from the U.S. That has not sunk into the U.S. educational system. International trade has several sides. The issue of free and fair trade is not taught. Free trade with whom? The U.S. is the dominant player and they have influence to manipulate trade. Who they chose to do business with, because of resources, are those who benefit. Students here do not know all sides to hegemonic issues. The U.S. is closed to incorporating other cultural ways into business, but other cultures are bright and have great inventions. Few U.S. universities have expansive international or language studies. Advances in technologies are spreading rapidly to other countries. There are many business opportunities world-wide. Yet, there is a gap in what this university devotes to international education and business development. Americans are not prepared for the cultural shock. I would make it mandatory to have a section of international studies and issues for students, including world history, anthropology, and geography. Real study abroad programs should be mandatory too.

The student survey results demonstrated that authority structures for central planning should be balanced with professors' autonomy. Ponce agreed that the U.S. and this Midwestern University should have better development, centralization, and expansion for International Studies:

> For example, they need an international political science department to teach diplomacy. More program development is needed at the doctoral level in internationalized education. There are huge lost opportunities in this area. Most academic areas should have an international focus.

Pricilla agreed that a global higher educational focus was better than a nationalistic or regional focus. She stated that people from other countries had much to offer to U.S. education. For her ideal education climate, Pricilla pointed out that U.S. schools should be more like her school in her other country. For example, she saw there was a safety issue here. In the U.S., she was mugged at gunpoint, she found that cops patrol schools, and there were metal detectors in urban high schools. Pricilla said, "I never worried about my safety at home." Additionally, Pricilla thought that U.S. student goals should be more like international students:

> My assumptions for an ideal education setting are goals of excellence and hard work. Here, students complain about a 10 page paper. Get over it! That is why you are here. I find low expectations for students in [this] society. Growing up, my parents were involved in my education. My homework was done on a timely basis, and my teachers were on my back if I was not producing. At this university, the curriculum structure is clear in the syllabus. Students have no reason to miss

assignments. Education is supposed to be professional and students should have respect.

Pricilla found several specific things about her International Studies program she liked:

I have friends within my master's program and there are small classes. These teachers know my name. The people in the international program are great and most students in that program have good experiences. We are isolated from the rest of the university. In seminar classes, we get to hear everyone's experiences and get to know each other. We solidify as a group, primarily in our contemporary issues class.

Ponce thought, "Some teachers at this Midwestern University wear nice clothes, and some teachers are more casual, but all seem professional." However, he agreed with Pricilla that U.S. students should be more like international students. He explained,

I am amazed at the lack of respect for teachers, classrooms, and the campus by students in the U.S. They do not remove their hats, clothes are torn, classes are dumbed down, and there is eating in class.

Elijah determined that the curriculum of higher education in the U.S. was superior:

My ideal higher education setting is that of the United State's curriculum system, but the students should not work jobs. They should desire only to study and see results. I feel the U.S. style programs increase my potential. The material is open and better-rounded, and there is more opportunity to learn other things.

However, Elijah assumed that U.S. students do not respect education. He was surprised to see students sleep in class, wear hats, and dress informally:

Here people drop out of school. There [at home] they exclude you. I think that students here realize there are no repercussions for their actions. Why do the students here not study? This system has everything needed for student success. The parents need to get involved in education early, and teachers need to know their students' home lives.

Jack agreed and believed teacher involvement and visionary curriculum could help U.S. students. At home, he had a required course called Values:

One course that impressed me was called Values. My college teacher was my mentor who still keeps in touch with me. The curriculum asked students to examine their lives. Some of the questions the teacher asked were: "What would we do with our lives? Who will we be?" In this class, the students shared their ideas, thoughts, and experiences.

Jack demonstrated a group or collectivist attitude in his interview. In line with the other students' interview responses and survey results, Jack's comments supported an advantage in group solidarity. Jack said American students' values cause them to lose interest in education, but students in his home country did not:

Here, students work jobs, and money is important to them. In my country, the goal is education and not money. Ideally, we should explain to students about their lives, as my Values course and my mentor did for me. A student should know where they fit in and get more practical help to understand their career options and importance. Students should be supported to go to school full time and not work. Personally, if education, knowledge, and wisdom are not useful for the family, community, and your country, then it is a waste. I really feel, when I

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know something, I will do this for my country, community, and family; not just

earning money. You need to be exemplified to others, or there should be

inspiration because of you. My thoughts are to go back and to share. If I stay here

to get my doctorate, I must do my greatest achievement of accomplishment for

my home country.

Educational Lives of the Professors

The work of professors in this study focuses on internationalized education within

their disciplines. While their interview responses cannot be generalized to other professor

populations, their data lend to a body of knowledge concerning their management of

congruencies or inconstancies within internationalized higher education. Interview

questions addressed assumptions of these professors about internationalized higher

education, reasons for working at this university, and ideal educational settings.

Assumptions about Internationalized Higher Education

The professors have distinct assumptions about higher education's purpose and

function. Dr. Aberdeen believes training and work should benefit all societies:

I wish to pass this along to my students. I am dedicated to scientific research and

to improve the world with my knowledge. My concepts go beyond regional needs

to both national and international concerns.

Dr. Ceres spoke about her focus on her students. She appreciated her Graduate Assistants

and their abilities. She thought it was important for her to help them learn, which made

her research worthwhile. She stated,

I assume internationalized education does not play a distinct role in professor-student relationships, as all has the same ability to learn. I think the individual personality makes the difference. Students have different maturity levels and overall work ethics and experiences are distinct. I believe that motivation plays a key role in student learning.

Dr. Major thinks higher education needs to re-focus in new directions and work ethics. In his professional life, he does a heavy work load and says it is important to meet deadlines. He understands good organization and is succinct with his time. However, he does not pre-worry over projects, but schedules his attention, in due time, for project deadlines. However, he feels the stress of a new administrative model in higher education. Dr. Major explains,

I am a pragmatic person who does what needs to be done, regardless of the demanding crowds. We have developed insensitive elite in those who have been given many things, and therefore, they continue to make great demands. I believe hierarchal standards and work ethics have changed.

Within Dr. Major's academic life, he originally was immersed in North American core knowledge and texts. He never thought about internationalized education or other countries' cultures. He reminisced,

I took over an international business program, when I was asked by the Dean. They needed me to do it, and I have always done my part. As with my other endeavors, this too was a project worked in-depth, but I did not travel until later. At first, travel was scary for me because of the political turmoil in some places and unknown cultural expectations. My academic focus changed when I saw that

it was important to build relationships with foreign universities and exchange faculty and students.

Currently, Dr. Major assumes a large international student presence is needed on U.S. campuses for cultural exchanges and a larger student body. He believes U.S. students do not readily see the value of internationalized education:

I encourage international students to share their stories so everyone can learn. I am an advocate of cultural activities on campus. International students and U.S. students do not easily interact on their own. Even with planned cultural interactions and activities, U.S. students and international students keep their academic and social lives separate.

Another assumption for Dr. Major is that study abroad is critical for U.S. students and faculty, but it is difficult to get them to sign up for long term commitments (Lewis & Niesenbaum, 2005) .

I feel short term study abroad classes can be one answer. I think that even for a short time, a class trip abroad creates a complete mind change. I lead students in such classes, and they all come back more flexible and knowledgeable. In this way, students and faculty acquire different perspectives and get to know the value of internationalized education. Even when our international students go on study abroad trips, they learn more about the world other than just their home country and the United States.

With international students in his classes, Dr. Major finds cultural dissimilarities require different educational strategies. He clarifies,

Professors should understand cultural differences and international student circumstances, so they may adjust educational methods to help these students succeed. As an example, time relativity is divergent for a few ethnicities. Often international students are plunged into new and unfamiliar demands for time tables and deadlines. I believe that these students have less self-confidence but, nevertheless, are concerned with doing well. Frequently, international students have no local knowledge when they arrive. Language is an obstacle for international students, even if they are proficient in English, because they speak generic English. For instance, CEO is not part of their English language training. These types of circumstances should be realized by professors. Unfortunately, understanding is sporadic.

Dr. Stani firmly believes in internationalized education and says it should be esteemed within the values of U.S. higher education:

International students in my classes are valuable in the education process because they allow me to focus on the comparative. I believe international students in a Master's program are a self-selected group that is more motivated. They are not necessarily smarter, but they are more curious. I appreciate my international students and I think they should receive extra help such as bi-lingual dictionaries.

Dr. Stani travels annually to other countries to teach. In return, these international experiences teach him and sharpen his skills. He believes all faculty should experience this:

In other countries, there are fewer educational amenities and less equipment. I must pay attention to new meanings within languages. English spoken in another

country takes on new connotations. While conversing in non-native tongues, language must be concise and simple, which creates clarity in teaching. When U.S. students study abroad, it produces the same results.

Reasons for Working at this University

Dr. Aberdeen says he works at this university because it is the best region in the nation for his research discipline. Dr. Ceres teaches at this Midwestern University in the U.S. by choice, as several universities sought her employment, because she has unique scientific expertise. She states, "This is the right location for me." Dr. Major is alum of this university and it is his home. He tried other locations and prefers it here where his family lives. He believes, "It is a fine school." However, Dr. Stani is not from the Mid West and has a different perspective. He explains,

> I have cultural differences with the local dominant culture. I am here, because I
> visited the Mid West as temporary faculty. I applied for and received a tenure-
> track position. I bend to the bureaucratic structure of the Midwestern University
> but do not feel it is conducive to internationalized education.

Ideal Educational Settings for Professors

As with the students' survey scores, most professors' scores are in favor of group benefits and awareness. Dr. Ceres demonstrates a special concern for her students and visualizes an ideal educational setting:

> In my ideal higher education setting, I envision a more hands-on learning
> environment with apprenticeships for students. Practical applications should be

stressed and I believe links between industry, cultures, and universities are vital. This association between the community and real world needs are important for research and my students.

For Dr. Aberdeen, ideal higher educational settings would incorporate internationalized education in all areas. He would prefer andragogy include hands-on learning, getting to know students personally, meeting global research needs, and a standard of life-long learning.

> I see that the big picture is more important [internationally] for curriculum planning and then students can specialize. New research avenues should be created for developing countries. Professors must understand research needs for other world locations for multiple uses and purposes.

He finds that higher education degrees from the United States are preferred world wide. As someone who is concerned with the group, Dr. Aberdeen posits that U.S. universities should help international students and benefit from their contributions.

> I think my international students are more eager to learn as education is more critical for their home settings. It is difficult because international students must adapt their educational knowledge to fit into home environments. Also, I feel it is important that professors experience the home settings of international students. Professors must go to other countries and bring back this knowledge to share. This creates new views of how the sciences need to develop and proceed. U.S. students should benefit from international students, so that they will not be so academically inbred and alienated from other's experiences.

In the surveys, participants all chose the option of centralized job descriptions. Dr. Major's ideal higher education setting would include a centralized internationalized education program.

Currently, each department dabbles in international curriculum and relationships. Individuals in departments make this international effort, and it is not departmental policy. Individual professors must struggle to find funding. If a relationship is established with another foreign university by an individual, it goes away if the professor goes to another institution. I am involved campus-wide in international educational needs due to my experiences and expertise. This is not in my job description; I just assume it needs to be done. I monitor grant proposals and do paperwork to help set things up for other departments. There will be no one to do this after I retire.

Within the survey results, both professors and students hold group goals to be ideal. To this end, administration becomes critical to organize higher educational goals. Dr. Major hopes that internationalized education will be expanded, especially with more 2+2 programs.

A 2+2 program would accept the first two years from international colleges and students would transfer here for their last two years of undergraduate work. I think this education exchange could work for U.S. students too. Administrative personnel must work out coursework that will transfer ahead of time. Much should be done and internationalized education must be centralized.

Chapter Summary

For this case study, the data in this chapter are drawn from participant interviews and survey results. In the next chapter, I will analyze data patterns and trends from the interviews and survey results based on Douglas' (1982a) grid and group typology. The final chapter will portray my summaries, conclusions, implications and recommendations, and comments from data presented and analyzed.

CHAPTER V

SURVEY AND INTERVIEW DATA ANALYSES

I am not a teacher: only a fellow-traveler of whom you asked the way.
I pointed ahead- ahead of myself as well as of you.
George Bernard Shaw

International students and their professors responded to interview questions and subsequently completed a survey for this case study. For interview questions (Appendix A), data divided into report categories of Private Lives and Educational Lives. In Chapter IV, the Private Lives category separated into two parts, or 1) Family Lives and 2) Music, Art, and Expressive Styles. The Educational Lives interview questions for international students addressed:

1) Past Education

2) Original Higher Education Assumptions

3) Changed Educational Assumptions

4) Reasons for Involvement in this International Higher Education Program

5) Beneficial U.S. Educational Experiences

6) Ideal Educational Settings for International Students

For professors, the Educational Lives questions were about:

1) Assumptions about Internationalized Higher Education

2) Reasons for Working in the International Studies Program at this University

3) Ideal Educational Settings for Professors

To provide a clear representation of the data, I created field notes and produced a journal containing thick descriptions of participants and settings, along with my personal thoughts and observations. The data were participant-member checked and peer reviewed. An audit trail provided a chronological frame of the research. While analyzing results in this chapter, I included a number of my observations to better comprehend my biases.

The survey, (Appendix B), was developed from a questionnaire in Harris's (2005) analyses of key instructional strategies for school improvements. The survey questions focused on participant's cultural biases and assumptions within educational settings and for methods and strategies. Participants' cultural biases and assumptions denote their values and beliefs. The overarching paradigm for this survey was Douglas's (1982a) anthropological grid and group typology. The work of Douglas (1982a) and Billings (1987), both anthropologists; Thompson, a geographer, and Ellis and Wildavsky, political scientists (1990); Lingenfelter (1996), a theologian; Gannon (2004), a professor of business management; and Harris (2005), a professor of higher education aided analyses of interview data and the survey results through established cultural bias guidelines.

Cultural biases and assumptions are designated on a scale of 1 (lowest) to 8 (highest), within grid and group categories (Thompson, Wildavsky & Ellis, 1990). This chapter reports survey results through descriptive statistics to demonstrate patterns and trends. The survey averages are given as measurements of high, median, and low grid or group. On the survey scale of 1-8, options 1 to 3 are low measurements of grid and group, while 4 or 5 are median answers, and choices 6 to 8 are considered high

measurements. Averages are calculated for students and professors for each question, along with specific high and low scores. This data along with individual participant choices within grid or group questions may be seen in Appendix D.

The Interviews

Patterns of Private Lives

To analyze Private Lives interview data, I utilized methods from Billings (1987), who examined traditional societies on two Pacific islands. She studied expressive and artistic patterns and social structures to systematically categorize islanders' cultural biases into either individualistic or collectivist lifestyles. In paraphrasing Dr. Billings,

Social structures have long been related to these [individualistic or collectivist] patterns. Among many indicators, the expressive patterns of people also identify cultural biases. An individualistic cultural pattern, lifestyle, or social structure has unique, complex, competitive, and time-conscious fast-paced expressive traits. Collectivist lifestyles demonstrate repetitious, simple, cooperative, and slow-paced expressive patterns.

Family lives. Billings (1987) indicated that the extended family generated more collectivist cultural biases for an individual, while members of small nuclear families developed individualistic cultural patterns. In this case study, the majority of international students had large extended families, suggesting they had collectivist cultural traits. Indeed, the students expressed the importance of their families for their emotional support. The international students explained that separation from their family support systems created extreme feelings of isolation, regardless if students had previous

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experiences with international travel or they had never been away from home. When the students spoke about their loved one, I perceived longings in their facial expressions. These student participants considered that transitioning to this university was a necessary life change they wanted and accepted. However, their previous life transitions occurred within the proximity of their extended families' support.

Another clear pattern was that students' family support continued through channels of economic contributions and role modeling. I observed that many of the students were from upper class levels within their societies. Several students said their parents were their role models, as professional career people. Many of the international student participants came from affluent families. Conversely, a few students clarified that their families made great economic sacrifices for their education. These students mentioned they admired their family's efforts, dedication, strength, and courage. In this way, their families were their role models.

For the professors, two indicated they had extended families, which were of great importance to them. On the survey, these two professors tested into the collectivist quadrant. I observed great pride when they spoke of their family interactions. Another professor also tested in the collectivist category, but chose not to talk about her family life. The last professor stated he had a small nuclear family, and he tested individualistic within the survey.

Music, art, and expressive styles. Several interview questions were about their choices of music, arts, dance, and hobbies. Participants spoke only about those expressive cultural patterns they felt important. Most students felt they retained an important continuum with their traditional art and music, which was a collectivist choice (Billings,

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1987). Students stated this helped them relieve homesickness and verified their connections with home.

However, among the international students, I spotted a common acclimation for North American music and art styles, which leaned toward individualistic choices (Gannon, 2004). The students seemed to connect both individualistic and collectivist expressive worlds in some manner. They expressed this did not diminish the importance of their home music and art, but rather students found an additional appreciation for new artistic experiences.

When I experienced extended stays in other countries, the local music was added to my listening repertoire. Later, just hearing specific foreign music could bring back in-the-moment feelings for me. I wondered if these international students would experience this same extended phenomenon concerning U.S. expressive styles in their futures. This helped me to understand how cultural biases and preferences could be layered within an individual (Rayner, 1982).

The first two collectivist professors chose older traditional North American art, music, and hobbies. These two professors liked classical middle twentieth-century music, which was collectivist or repetitive, simple, and slow-paced (Billings, 1987). One professor said his academic work within nature was his life's calling and also his hobby. These feelings strengthened data toward his traditional collectivist bias. I considered his statement to mean nature was a sacred. I asked if he felt there was a spiritual connection with his work in nature. He smiled and nodded.

The other professor, originally from another country, tested collectivist on the survey, but insisted she had acclimated to North American individualistic expressive

styles. She specifically stated she did not like repetitious art or music and preferred the unique, complex, and fast-paced expressive styles. The last professor, who tested individualistic, also liked modern contemporary art and music, and his hobbies involved individualistic endeavors.

Being acquainted with the stereotypical metaphors of Gannon (2004), I was perplexed at the assertions of an international student and the foreign-born professor, Dr. Ceres, who said they had completely acclimated to individualistic behaviors and expressive styles found in the United States. I sought out their survey scores. In addition, I wanted to learn the score of the North American expatriate, who grew up in another country known stereotypically for collectivist cultural lifestyles (Gannon, 2004). When available, I looked at the survey scores of these three participants within the grid and group typology. The international student and professor both tested into the collectivist category, while the expatriate from the U.S. chose selections that placed her cultural biases in the individualistic quadrant of grid and group. In other words, these three participants' survey results favored the cultural biases of their heritage, rather than their current expressive preferences. Yet, all international students and professors crossed over to engage in other cultural bias preferences to some extent.

While first two collectivist professors fit their profiles, the other collectivist noted from the survey, Dr. Ceres, did not. She said she preferred the qualities prominent for individualistic expressive patterns, but her hobby of traveling and learning about histories of cultures was a collectivist trait. Dr. Stani's survey scores revealed individualistic preferences, as did his family structure and choices of art and music. His hobbies were those accomplished alone, but many were within nature, which was associated with

traditional traits. Therefore the last two professors had layers of cultural biases, perhaps from their extensive interactions with international travel, students, and academic studies.

Summary of Patterns of Private Lives

The majority of participants came from extended families. According to Billings (1987) this detail would presume they would test on the survey with more collectivist than individualistic answers. For international students and professors, collectivist expressive trends were apparent in their private lifestyles, except for two professors who favored individualistic expressive patterns. Generally students had strong connections with their music from home. Furthermore, a trend showed students' acquired acclimations toward individualistic cultural expressions, while in contact with the individualistic lifestyles of the United States. Except for a few instances, this acclimation was not a replacement, but rather additional newfound enjoyable experiences for the students.

Patterns of Educational Lives for International Students

Analysis of interview data for this chapter was reduced to four parts in regard to educational settings for these cross-sectional participants. For ease of examination, the data were condensed to categories: 1) past educational assumptions of international students, 2) assumptions about internationalized educational by international students and professors, 3) reasons for enrollment in the international studies program, and 4) ideal educational settings.

Past educational assumptions of international students. In reminiscing about past education, many students told about educational tracking and difficult entrance examinations in their home countries. Educational tracking segregated their societies into social, gender, religious, and economic groups, plus added criteria for education of parents, aptitude, and rural versus urban settings. Their schools focused on accepting students strictly based on these hierarchal criteria. Even if criterion were met, students faced fierce competition for admission into higher education, due to the lack of schools, equipment, and teachers. Their educational systems accomplished selective student admissions through entrance exams. Many students were eliminated by these difficult exams, and thus, there were few higher educational opportunities for the majority of national students who applied.

From student responses, a pattern emerged of formal school settings and rigid curriculum within about their former educational systems. From students' descriptions, their academic institutions produced hierarchal organizations. Within these either corporate or bureaucratic educational styles, the student participants described experiences with in-depth education, fewer resources, and greater teacher hegemony over students. In their home countries, students wore formal business clothes, interactions between students and teachers were formal, and curriculum was pre-set, intense, and inflexible. As early as high school, most students were tracked into programs based on business, math, or science. No student listed social sciences or fine arts as course options, but many pointed out the lack of these areas in their past curriculum at home.

Another pattern showed that students' families participated in schools' educational settings and teachers connected with students' home lives. Several students

thought this created a circular educational relationship between school and home. Associations were still formal, but families and teachers were up-to-date and a part of the student's home life, school activities, and progress. group educational support systems resulted.

Finally, a clear pattern was apparent in the bi-lingual education of these international students. Students were fluent early in their education in at least two, and usually, three languages. Many students spoke four or more languages. A few students talked about their intensive language training in elementary and high school. The students thought that multiple lingual abilities suggested elasticity of communications between social class systems. According to Thompson, Ellis, and Wildavsky (1990), the language skills of these students enabled them to describe and evaluate other ethnicities and class levels.

Assumptions about internationalized educational by international students. In their home countries, educational systems ingrained hierarchal communication protocol within students. However, once in the United States international students were not always sure of the correct way to proceed. Many students were not comfortable with informal class participation. Within the area of communications, students mentioned local English dialects, slang, and metaphors as barriers to their understanding. Some students believed the informal communication protocols of U.S. classrooms exacerbated these barriers.

Conversely, other students thought informal class participation was a training benefit they could not receive in their home countries. They only wanted their professors to be sensitive to international student communications needs. Nevertheless, they all

found difficult adjustments with unfamiliar inter-cultural communications. Therefore, most students liked flexible educational settings for curriculum, instruction, and self-directed educational choices, but not informal communications, because of language barriers and unfamiliar hierarchal protocols of educational operations.

Most international students favored learning structures and curriculum within U.S. higher education. In the post-graduate program, they said the relationships with their teachers benefited their learning environments. These students welcomed the expanded opportunities of curriculum offerings. Organization of class schedules and offerings was up to the students, and they reveled in this academic freedom in the U.S. Many commented that it would be difficult to return to their former rigid university settings after their new flexible university experiences in the U.S.

However, some international students found new technologies, time tables, and the availability of multiple resources difficult to master. They were not familiar with computer technology and the wide variety of resources left them perplexed. Since educational organization was rigid and teacher-centered in their past, it was a great effort for international students to cope. The students now had to learn to summarize self-selected multiple resources, because education here was student-centered. Therefore, some of the international students struggled to learn new study skills and computer technology at the same time they were learning new curriculum content. In addition, they had to navigate and summarize discriminatory choices of resources. Specifically, students' grades depended on their ability to learn computer software and submit work electronically, while doing the assignments with unfamiliar learning methods, and in a timely manner.

Another major concern for international students was their observations of the behavior and attitudes of students from the United States. Most international students commented on North American students' informal clothing, lack of respect for education and teachers. The international students explained that one of the most surprising discoveries for them was U.S. students' lax attitudes toward the importance of their college studies. Education was often linked to survival for international students, and they felt North American students did not comprehend future possibilities or larger world circumstances.

International students did not easily identify with U.S. students and vice versa, as social paths rarely crossed between international students and domestic students. I observed that without social interactions, the collective and corporate international students could not easily understand the individualistic behavior of students from the U.S.

International student participants thought U.S. students did not support each other enough, lacked respect for themselves, and had limited vision and goals for their education. Several international students mentioned that U.S. students should do with fewer material things, not work jobs, and instead, concentrate on their studies. Many cited that conspicuous consumerism played a key part in U.S. students' lack of prioritizing goals toward educational studies. The international students thought that U.S. students needed experience outside of U.S. economic realities.

Reasons for enrollment in the international studies program. Student participants cited several reasons for choosing this specific program and university. The most common answer for choosing this university was the existing enrollment of fellow students from their home countries. Next, they chose their location because of the lower

costs of a Midwestern education in the United States. In addition, aspirations to be in an internationalized education program were high for students. Specifically, numerous students talked of the desire to learn social sciences and comparative social studies.

The international students favored U.S. curriculum, due to both transferability and individual choices of coursework. Many students described educational programs, in which daily school hours were longer. In addition, there was no time off for illness or family emergencies or the students would lose their credit hours and their precious spots in the educational systems. Students said they preferred a North American education, because of a world-wide job market partiality for a U.S. higher education degree. Finally, another preference was the U.S. flexibility of educational settings between teachers and students. I observed that the statements about international students' inclinations for informal educational settings were incongruent with prior statements about their preferences for formal relationships within education. The next section better explained this discrepancy.

Ideal educational settings for international students. From international student interviews, patterns developed for preferred ideal educational settings. Most talked of an ideal setting as a combination of their past education experiences and current U.S. academic practices. The students appreciated the hands-on learning and practical applications of knowledge that a U.S. education provided. International students favored the format of U.S. educational settings in the range and flexibility of curriculum, but they believed U.S. students should behave in a more formal and respectful manner.

These international students generally lived with less material accommodations and thought their academic needs were more important. They wanted U.S. administrators

and teachers to understand and provide for international student needs more in-depth. Some student participants talked about professors and administrators who did not understand international students' issues and needs, concerning educational logistics, time constraints, communication problems, and isolation.

Many international students observed that administrators and teachers everywhere should understand the need for a primary international focus in academics. They said that curriculum, teacher knowledge, school organization, and instruction should be enveloped in larger worldly concepts. Several spoke about the benefits of international education through study abroad, teacher exchanges, and university partnerships. These students championed mandatory study abroad to increase higher education faculty's and students' global understandings. International studies programs should be expanded up through the doctorate level and cover a wide range of subjects.

The majority of international students found a similar pattern of ethnocentric single-mindedness both in the educational curriculum of their home countries and in the United States. They saw this as an isolationist learning focus for selective national educational interests. One of the strongest suggestions from both students and professors was that an international focus was needed for all disciplines. Several students and professors called for research on the applicability of a North American education toward needs elsewhere in the world. All participants thought knowledge should be received and given between countries to create superior comprehension. Their comments reminded me of Aoki's (in Pinar & Irwin, 2005) third space, or the intersection of two international understandings to create a new integrated knowledge base.

Summary of Patterns of Educational Lives of International Students

1) *Students' past educational assumptions:*

- educational tracking segregated their societies

- a pattern of hierarchal formal school settings and rigid curriculum

- a strong circular educational relationship between their schools and home life

- bi-lingual education was their norm

2) *Students' present assumptions about internationalized education:*

- U.S. higher education had flexible educational settings and organization

- U.S. students did not respect educational studies, their professors, or the campus

- U.S. administrators and professors could be more aware of international student needs

3) *International students came to this program due to*:

- pre-existing enrollments of students from their home countries

- their desire to be in an internationalized education program

- the availability of social science curriculum, especially comparative cultural information

- this Midwestern location had lower overall costs

- U.S. curriculum had both transferability and individual choices of coursework

- a North American education was preferred world-wide

4) *Ideal educational settings for international students were*:

- a combination of international students' past education experiences and current U.S. academic practices

- hands-on learning and practical applications of education, along with the flexibility of U.S. curriculum.

- high goals and motivation toward education

- expanded international studies with accredited Doctoral degrees and an international focus in all disciplines

- internationalized education for all students and faculty through mandatory internationalized education and research, plus more U.S. international university programs both here and abroad.

Patterns of Educational Lives of Professors

Assumptions about internationalized educational by professors. The professors agreed on many issues. Two professors suggested that internationalized education created a better student. One professor explained that international students in the post-graduate program were a self-selected group, who were more motivated. Several professors thought U.S. students became more motivated with international training. Three spoke of internationalized education as critical for all students.

Professors believed in the importance of their work for the good of all societies. Several professors specified the need for research to benefit the world, instead of just the United States. They felt the current business model of education did not fulfill this need. However, professors pointed out that internationalized education could be profitable for universities, through multi-cultural academic understandings. They offered that meaningful goal was better communication across cultures.

However, because of other statements, I wondered if every professor really meant across cultures, or rather, did they want facilitation for international students to understand and convert to U.S. cultural biases and assumptions? For instance, several international students spoke of other international business values that were not taught or accepted by their professors.

Reasons for participation in the international studies program at this university. Three professors specifically selected this university for the course focuses and offerings, and all professors believed in the international studies program. The professors demonstrated commitment and tireless efforts to truly educate their students in their disciplines. The professors wanted to benefit a global human population. Some professors said that what affected the United States impacted the world, and vice versa.

Ideal educational settings for professors. All professors believed that internationalized education should be centralized within this university's organization and settings. Along with the international students, the professors wanted mandatory international training not only for students, but for faculty as well. Professors said universities should partner with other international universities or U.S. institutions should create international outreach programs, where congruent coursework transferred to U.S. universities.

Professors alleged that for effective education, kinetic experiences were essential to academic studies. In this line of reasoning, hands-on learning and apprenticeships were suggested as critical for student education. One professor explained that real world needs should be identified as important for research and the education of students.

In all, professors said the United States' universities needed a global focus in academic standards, better student support systems, new research venues addressing the needs of other nations, and expanded internationalized educational programs. Primarily, Dr. Major explained it best when he said we need internationalized education so that U.S. students will not be so academically inbred and alienated from other's experiences.

Summary of Patterns of Educational Lives of Professors

1) *Internationalized educational assumptions of professors:*

- internationalized education and communication across cultures was critical

- an internationalized education created a better highly-motivated student

2) *Reasons for professors' work in the international studies program:*

- this academic work was for the betterment of societies through combining international knowledge

- research agendas should be more international.

3) *Ideal educational settings for professors:*

- internationalized education should be centralized and expanded within this university's organization

- international training should be mandatory for students and faculty

- current university business goals did not fit; however, internationalized education could be profitable for the university

- experiential learning should be higher education's goal through:

    o hands-on learning and apprenticeships

    o expanded international programs, plus study abroad

The Survey

The selections on the questionnaire by participants determine their cultural biases within either the individualistic, collectivist, corporate, or bureaucratic quadrants of the grid and group matrix. This means the participants identify with those established cultural bias patterns. Only the social constructions of ethnic identity exist and not biological race identity. Maybury-Lewis (1997) explains that from birth, individuals identify with a particular ethnic group through patterns of behavior, values, physical characteristics, and material goods. Therefore, it is the patterns of socially constructed choices that make up identity and ethnic groups. Enculturation impacting ethnicity continues life-long and individuals can layer their identities. In addition, individuals from various ethnic groups can identify within the same patterns of individualistic, collectivist, corporate, or bureaucratic cultural biases.

Participants' choices are demonstrated as cultural biases within grid and group quadrant guidelines. Thompson, Ellis, and Wildavsky (1990) explain that high grid selections favor hierarchal social structures, while high group choices lean toward egalitarian relationships. If individuals or groups test within a bureaucratic quadrant, it indicates a fatalist outlook, while those within the individualistic quadrant are not bound by rules or roles in the social context.

Grid Questions

The grid questions concentrated on authority structures, roles, autonomy, student responsibility, funding, instructional strategies, motivation, hiring decisions, class schedules, and organization within educational settings.

High grid answers. For international students and professors, two questions, numbers 2 and 7, stand out with high grid averages above a five on the scale of one to eight. High grid answers indicate assumptions of a necessity for structured and hierarchal associations within education. "High grid social contexts are those in which *role* and *rule* dominate" (Lingenfelter, 1996, p. 24).

Median range grid answers. Questions that students and professors answered in a median range fell in the middle of the scale ranking. They answered question number 4, 8, 9, and 12 in a median rank. A median ranking may indicate a choice for a balance of egalitarian and hierarchal options. The measurement for a median ranking, on a scale of one to eight, was above three and below five for the average of answers.

Low grid answers. Low grid preferences were identified for answers with a mean below three on the scale of one to eight. Most of the international students and professors ranked two answers as low grid, meaning preferences were for individualistic or egalitarian educational associations within education. A low grid indicates, "Individuals have the freedom to define and structure relationships" (Lingenfelter, 1996, p. 24).

In this survey, the majority of grid answers favored low to median assumptions about education, meaning choices were for fewer hierarchies and balanced authority structures in educational settings were preferred. Only four grid questions had unlike answers between international students and professors. Within the unlike results, students

consistently chose median grid answers or a balance within educational situations, while professors chose low grid options or egalitarian settings.

Group Questions

The group question topics were about instructional activities, socialization and work, rewards, decisions about educational goals and interests, communication, educational resources, and professor responsibilities.

High group answers. The average of all international students' and professor's answers is in the median-high to high group ranking. Student's overall average in the group category, 6.24, is only slightly higher than the overall professor's average, or 5.71. High group answers indicate cultural biases for group concerns within education. High group answers lean toward a collectivist culture. Collectivist education is characterized by "lateral coordination schemes that are informal and flexible, global linkages, and integrated partnerships" (Harris, 2005, p. 153). A collectivist educational culture is egalitarian and not hierarchal.

Summary of Surveys Answers

Grid assumptions. All but four questions had congruent outcomes among international students and professors for the grid section of the survey. For high grid choices, most participants preferred corporate control in two areas of: 1) job descriptions, and 2) funding for research and professors' resources. Median range grid choices, or a balance between corporate control and egalitarian organization, were in four areas: 1) full professor autonomy *or* administration intervention for generating educational goals, 2)

personalized instruction for individual students *or* no personalized instruction, 3)

motivation should acquired by self-defined interests (intrinsic) *or* there should be

institutional awards (extrinsic), and 4) educational rules and procedures should be few

and implicit *or* numerous and explicit. Participants chose two low grid options or

egalitarian choices meaning: 1) professors should choose their own instructional

materials, and 2) students should be encouraged to participate and take ownership of their

education.

Four questions had different outcomes between international students and

professors:

1) The students chose a balance within authority structures to be centralized and

controlled between professors and administrators. Professors indicated a choice

for professor control and centralization.

2) Students thought there should be a balance for selection of textbooks between

professors and administrators, while professors believed they should have full

autonomy in these choices.

3) For hiring decisions, the students chose a balance of control between professors

and administrators, and professors thought professors should direct the hiring

decisions.

4) Students believed class scheduling should be balanced between professors'

negotiations and administrators' rules and regulations, and professors designated

professors should negotiate class schedules.

Group assumptions. Within the group section of the survey questions, the majority of participants chose high group answers. This mean trend pointed to cultural assumptions in favor of egalitarian-collectivist educational atmospheres, or:

Item # 1: Instructional activities initiated and planned by all educators working collaboratively.

Item # 2: Socialization and work incorporated with united activities

Item # 3: Intrinsic rewards primarily benefited everyone at the school site.

Item # 4: Teaching and learning planned and organized around group goals and interests.

Item # 5: Performance evaluated according to group goals, priorities, and criteria.

Item # 6: Members worked collaboratively toward goals and objectives.

Item # 7: Curricular goals generated collaboratively.

Item # 8: Communication flowed primarily through corporate, formal networks.

Item # 9: Instructional resources controlled and owned collaboratively.

Item # 10: Educators and students have much allegiance and loyalty to the school.

Item # 11: Responsibilities for professors and administrators are clear and communal with much accountability.

Item # 12: Most decisions made corporately by consensus or group approval.

Individual Survey Scores

Individually, for the participants, five students' and three professors' survey choices placed them in the collectivist-egalitarian section of the grid and group typology (southeast quadrant). I, too, completed the survey and scored in the collectivist quadrant. Next, four student's total scores fell within the corporate-hierarchal designation (northeast quadrant). One professor and one student preferred individualistic options (southwest quadrant). Finally, one student's survey scores cumulated into the bureaucratic section (northwest quadrant). Therefore, group survival concerned three-fourths of the participants, whether through egalitarian or role organization.

Chapter Summary

This chapter analyzed interview and survey data into patterns and trends. Specifically in U.S. educational settings, international students preferred the transferability of U.S. courses, expanded curriculum offerings, and enhanced learning methodologies. Professors concentrated on student needs and research relativity.

Among the international students and professors, several key assumptions were forthcoming. All participants agreed on the importance of greater organization and expansion of internationalized higher education for both faculty and students. Most participants agreed that U.S. university students and faculty should partake in international realities with mandatory study abroad to accomplish this goal. Some reasons given were that internationalized education created more curiosity, higher motivation, and a greater desire and respect for education. The majority felt that research should benefit international concerns. In addition, participants pointed out that internationalized

education prepared the next generation for a global environment and established a higher plane of knowledge.

From the cross-section of these participants, patterns and trends emerged from the survey using the grid and group typology. Overall, educational assumptions averaged lower grid and higher group contexts. This indicated a trend of cultural assumptions toward educational group survival and cooperation, whether through egalitarian (the majority of respondents chose this) or hierarchal organizational structures. In the next chapter, I drew conclusions from the contexts of interview and survey data for patterns and trends, and I offered recommendations and comments.

CHAPTER VI

SUMMARIES, CONCLUSIONS, RECOMMENDATIONS, & COMMENTS

"Light upon light. Suddenly I wasn't different from my Friend sitting next to me."
Micah Bales

The purpose of this study was to find and explain educational assumptions of both professors and international students. Using the lens of Douglas's (1982a) grid and group typology, I evaluated the conflicts and congruencies of diverse educational assumptions and cultural biases. Cultural theory, based on grid and group typology, aligned similarities and pointed out differences in these cultural assumptions.

Additional understanding of internationally diverse educational assumptions, experiences, preferences, and perspectives was crucial because of increased internationalized education in the United States (McCormack, 2007). To date, the bulk of U.S. research has focused on educational expectations and international students' successful assimilation into U.S. culture and education (Abadi, 2000; Kasahara, 2002; Coward, 2003; Klieger, 2005).

Eleven international students from various world locations participated in this qualitative case study. In addition, four professors were respondents, three from the United States and one from another international location. All fifteen subjects were involved in a Master's level international studies program at a Midwestern U.S.

university. Participants were chosen through purposeful sampling. Data were triangulated through interviews, a survey, and observations of the participants. The interview questions were pre-planned, open inquiries. Questions addressed two explicit topics regarding participants' private lives and educational lives. Questions concerned generalized areas of past and current experiences and educational preferences within the educational lives topic.

The survey given after the interviews was established to find the participants' educational assumptions and categorized into Douglas's (1982a) grid and group typology. The grid and group typology was the conceptual frame of analysis, along with diverse theoretical guidelines of Billings (1987), Thompson, Ellis, and Wildavsky (1995), Maybury-Lewis (1997), Sack (1997), and Harris (2005). From this multi-disciplinary approach, several issues came to light on the topic of internationalized higher education, including multiple levels of participants' cultural biases, perceptions of U.S. academic global relationships, and preferences in academic atmospheres.

Findings of the Study

Specific to the respondent data in this study, the findings are:

1) The majority of students described past bureaucratic or corporate educational systems.

2) International students preferred U.S. higher educational organization and flexibility.

3) International students preferred options of comparative social sciences in their studies to negate many nations' isolationist educational agendas.

4) International students' acclimation to U.S. culture was an addition of new experiences, rather than a replacement of existing culture. Participants exposed to internationalized education had original cultural biases that were dominant, yet they integrated qualities of other biases through experience and empathy.

5) International students and their professors were concerned with group support systems.

6) To improve education in the U.S., all participants suggested institutionalized international education. They stated this could be achieved through a centralized administration of expanded international programs, degree offering, and research agendas, plus mandatory internationalized curriculum and study abroad.

7) To improve education in the U.S., international student participants proposed increased formal educational rituals and traditions and multi-lingual education.

8) Internationalized education did not mean U.S. populations must give up individualistic cultural biases, but rather acknowledge, include, and value others, as well.

Summary of Expressive Trends in Private Lives

The majority of participants are part of closely-knit extended families, which means they have extensive family support. A nuclear family simply includes parents and children. Extended families involve a larger range of relatives. This is because many

cultures do not delineate differences between their parents, grandparents, aunts, and uncles in extended families. These relatives are all considered primary caregivers. In addition, cousins may be seen as brothers and sisters. With this large support group, an individual is never without help. Therefore, members of extended families are generally collectivist, considering the family group first and personal needs second. Billings (1987) posits that individuals from extended families tend to be classified as collectivist.

Typically, collectivist populations are strongly connected with traditional music and art, as are the international student participants (Billings, 1987). However, of great interest, is a trend in which these students acclimate toward individualistic cultural traits from the U.S. This acclimation is not a replacement of their feelings for traditional or home expressive areas. Rather the international students also enjoy select individualistic cultural forms.

Summary of Patterns of Educational Assumptions for International Students

Students' past educational tracking. The majority of students had experience with educational tracking systems, which explicitly segregated their societies. This type of environment increased group solidarity within and delineated those without. Areas of segregation were especially strong for religion, economic status, and region. When these students entered the U.S., they faced new cultural environments. They were now without the group support of their prior demarcated status. Ethnic organizational changes were another part of their cultural adjustments to the U.S. For example, Bonnie stated international students usually had feelings of alienation, at first.

Past formal educational systems. International students said their training in formal school atmospheres was integral in development of their respect for education. They generally suggested the U.S. adopt a formal model by creating profound rituals and traditions for education early in primary school. As addressed in his book, Bridges (1980) affirmed that the lack of rituals to guide people in life's transitions, including coming of age rituals leading to maturation, was an unrecognized and grave social problem in the U.S. The international students considered that U.S. public K-12 had informal educational atmospheres with few rituals, such as school uniforms, highly valued awards for academic knowledge, parent-involved educational settings, and formal hierarchal respect for teachers, to name just a few suggestions. They thought this lack did not reinforce the value of education in this country. Several students mentioned that instead, they found numerous and intense rituals in the U.S. for sports, a push for consumerism, and for media, such as movies and television.

Limited national agendas. Conversely, the students did not prefer the limited curriculum or coursework of their prior formal educations. They thought these limitations were distinct disadvantages, in that they could not critically discuss and analyze educational methods, instruction, and curriculum. Several students spoke about experiencing isolationist national agendas within their home education, and they found this paradigm prevalent in U.S. education, as well. They surmised an isolationist educational setting promoting any national agenda made it difficult for necessary and valuable comparative academic views.

Past family and school support. The students talked repeatedly about a strong circular

educational relationship between their schools and home life. They suggested that U.S. parents become heavily involved in their children's education, starting in primary school. As a mother and educator, I also observed trends in U.S. educational systems that focused on state-controlled education to the exclusion of parental involvement. I understand there are newer efforts to engage parents in school activities in the U.S. However, the international students were describing more in-depth school-parent educational support systems.

Linguistic skills. All international students had bi-lingual or multi-lingual educational experiences. These skills were taught early in their primary grades. Students said their language skills usually included regional, national, and colonial dialects. The students talked about their ability to travel to other countries, and while not extremely fluent, their colonial communication skills allowed them a modicum of comfort and freedom to learn from other cultures.

Students' current educational assumptions about the U.S. The international students talked about limited multi-lingual skills of U.S. students. Several of the student participants wondered how U.S. students would fare in global relationships. The international students spoke of their traveling and learning about the other cultures through their multi-lingual abilities. In the past, I lead a few U.S. student trips abroad. I realized the decreased learning opportunities for U.S. students due to their inability to communicate with local populations while in other nations.

The international students preferred the flexible higher education settings and organization found in the U.S. They enjoyed the ability to critically analyze curriculum and choose coursework, in which they were interested. Several students were

uncomfortable with required class participation in the U.S., as at home; they were trained to never talk in class. However, all appreciated the freedom to critique lessons here.

As previously stated, the student participants of this study often commented that U.S. students did not respect educational studies, their professors, or the campus. To explain this phenomenon, students offered that higher standards of living in the United States facilitated more casual attitudes toward the need to be educated. As Elijah said, for many international students, education is a privilege. The student participants explained that economic survival in other countries was more difficult than in the U.S. and to come to the U.S. for education secured their futures.

The student participants were cognizant of their U.S. university support, and they described their current university accommodations. On this U.S. Midwestern campus, there was a beautiful new international building. The international students acknowledged a few university-sponsored programs helped them to acclimate. The problem was that U.S. administrators and professors needed comprehensive training and awareness of international student needs. Subsequently, this condition was prohibitive to the facilitation of educational requirements of the large amount of international students on campus.

Why International Students Came to This Program

In response to interview questions, almost every international student mentioned pre-existing enrollments of students from their home country as a reason for choosing this university. Other research cited this chain-reaction phenomenon common for most

international students in choosing specific universities in the United States (Lacina, 2002).

In addition, students believed internationalized education was a portal for their future. To be educated for a global future, the international students recognized that social sciences, which focused on the comparative, were essential. This focus of study was not commonly available in other nations. Three participants explained that Europe was another option for higher education, but due to the educational flexibility and lower costs, a U.S. degree was preferable. In addition, U.S. coursework was more transferable, and there was further freedom to choose interesting classes outside of the students' majors. These student participants said a well-rounded education increased their chances to be successful in rapidly changing global processes. They explained this was reflected in the high value for U.S. higher educational degrees in a global job market.

Ideal Educational Settings for International Students

Most international students combined the best of their experiences to create an ideal educational setting. Students thought education should be honored and formalized for the sake of education and not wealth. The students said acknowledgement of new global paradigms should be institutionalized by expanding international studies programs up through accredited doctoral degrees. In addition, an international focus in all disciplines should exist. Students wanted more experiential learning through mandatory internationalized education and research for all students and faculty. More U.S. international university programs should be established to increase U.S higher educational options, both here and abroad.

Summary of Patterns in Professors' Educational Assumptions

In general, the professors thought internationalized education and communication across cultures were critical to be compatible with future academic needs for higher education. They considered their academic work was for the advancement of societies, through integrating international knowledge. Three of the four professors specifically mentioned that an internationalized education created a better and highly-motivated student. The professors believed in the educational format of the U.S., but would increase experiential education through hands-on learning and apprenticeships. The professors said that to help accomplish these goals, mandatory international programs and study abroad should be required. The professors made clear that research agendas should be more internationalized. To this end, they judged that internationalized education should be centralized and expanded within this university's organization.

Assessment of Interview Data for Grid and Group

After the interview sessions were complete for each participant, I analyzed patterns and trends of the interview data. I assigned a quadrant within the grid and group typology based on patterns and trends from participant's private lives and educational assumption answers (See Figure 5).

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Figure 5. Grid and Group Assessment Placements Based on Interview Responses
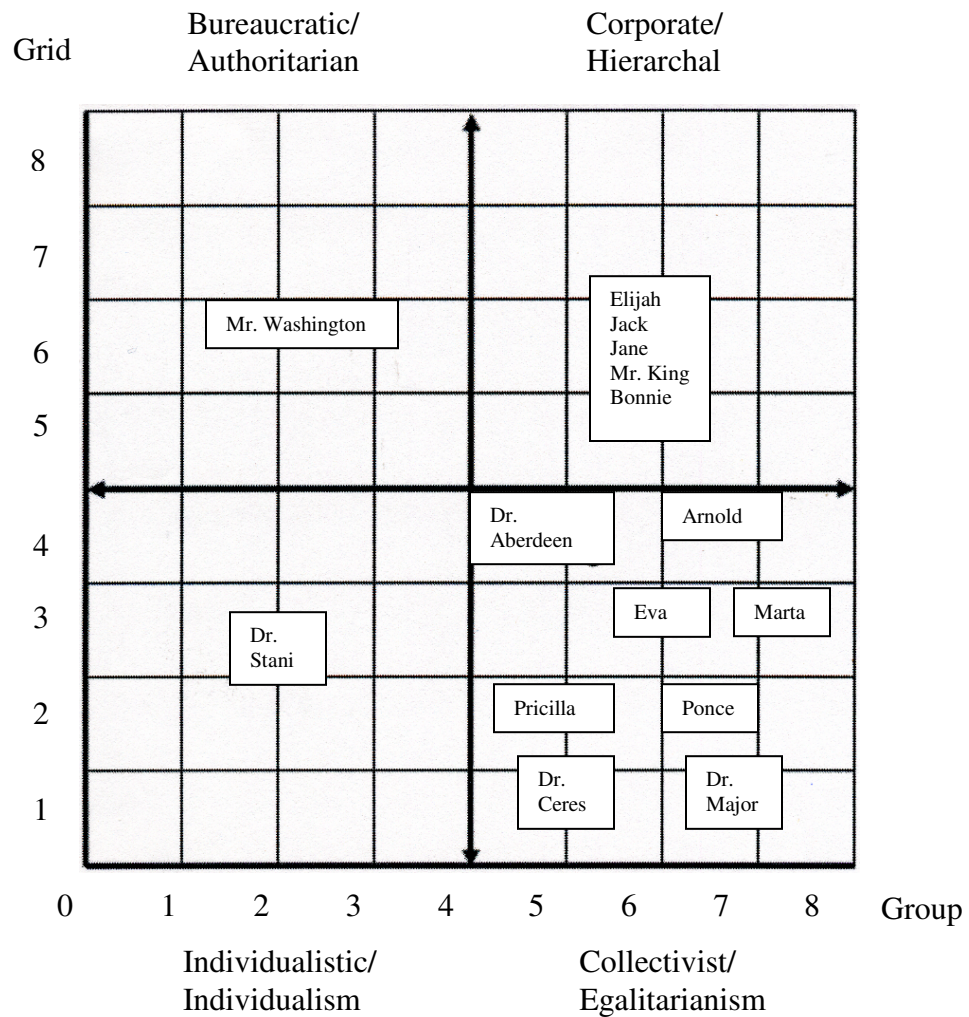
From the interview data, there were several persons that I did not place correctly in the same quadrant of their survey scores. The first was the expatriate, Pricilla. Most of

her interview question answers had a strong collectivist bias. The only things that did not fit were her love of competitive sports and her dislike of European classical music. However, her favorite music was traditional Arabic music. From her interview answers, I placed her in the collectivist quadrant. I felt her competitive sports preference would not matter because she was so adamant about her collectivist assumptions. For instance in referring to art, she said, "I like realism in art and not modern sculptures. I think photography is best." She did not like to stand out as an individual and she explained, "At home, I did not cover my hair, but I was very conservative."

For educational assumptions, she asserted, "I was shocked at the lack of respect from both students and teachers in the United States. At home, my educational goals were for excellence and hard work. Growing up, my parents were involved in my education. They did not give enough school work here [in the U.S.]. However, in the international studies program, we solidified as a group."

After looking at her survey score's placement in the individualistic quadrant, I eventually considered the home-life, in which Pricilla was raised. She stated she was very close to her parents and they left the United States when she was a small girl. Therefore, most of Pricilla's life was spent in a collectivist culture, yet her in-home culture may have been individualistic. Speculation was all I had, without interviewing and assessing her parents to find out why Pricilla tested into the individualistic quadrant.

The next incorrect judgment I made was about Bonnie. I was sure she would have a corporate bias because she came from such a strong hierarchal society and her family's wishes were paramount in her life. Yet, her survey score placed her in the collectivist quadrant. Upon reviewing her interview data again, I found she was in an arranged

marriage, which she felt was the best way. She was in school to keep busy so her husband could go to school in the U.S. In her ideal educational setting, Bonnie said students would be friendlier and more helpful, "like at home". This information slanted toward group goals and survival, and I understood her collectivist bias. However, her survey score was near the corporate line. This helped me to understand there was a continuum of scores on the grid and group assessment tool and not a strong "either/or" for cultural biases.

Another participant, Dr. Ceres was difficult to place in a quadrant. Originally, she was from another country, which Gannon (2004) classified as having a collectivist stereotypical culture. However, Dr. Ceres spoke strongly about her individualistic preferences within her personal life-style. She was passionate about individualistic art and music styles. Dr. Ceres said that realistic art made her nervous and she loved jazz with its eclectic traits. She thought that classical music was too repetitive. On the other hand, she also expressed a belief in traditional cultural preservation. She said, "Cultural roots should be identified."

For education assumptions Dr. Ceres said, "I prefer hands-on teaching approaches and close proximity to my students." She cared deeply about student success. She said, "I appreciate my students and it is important for me to help them learn." Ultimately, I placed her in the collectivist quadrant, and I eagerly looked forward to her survey scores. They bore out my original analysis that she held collectivist cultural biases. In her case, it was true that other cultural bias traits were added but did not replace her original cultural assumptions. Her survey scores showed her to have the strongest collectivist score of all the participants. I found a pattern from all the interview responses for strong past cultural biases, as baselines, with new and outside cultural traits as additions.

There were clues to the lone bureaucratic survey score from his interview responses. Mr. Washington was primarily concerned with the situation of non-support from the university and he said it was the most important thing. He felt hopeless when he said, "Here the professors give too many assignments. I almost died." His major concerns were with the lack of international student support, "My ideal educational setting would be the international program of this university, but with more funding, scholarships, and assisting international students."

The corporate internationals students were easier to spot because they advocated the importance of hierarchies and group support, with an emphasis on hierarchal control. Elijah came from a strong bureaucratic higher educational system, but he felt pride in the benevolence of his family toward his community. It was Elijah who said, "When teachers start letting their students go their own way, and when parents give up their missions, it is the beginning of tyranny." Mr. King also had a corporate cultural bias. He hoped to follow in his father's footsteps of teacher and disciplinarian. Mr. King was displeased with informal education here in the U.S. He thought it lead to misunderstandings of responsibilities and disrespect for education in general.

Jack also had a corporate cultural bias and respected connections to his family and their responsibility to continue his educational support. His former education was a corporate structure, where he went through most of his schooling with the same small group of students, based on testing and socio-economic class situations. This educational group created a strong life-long community and mentors for Jack.

Jane had very similar educational experiences as Jack. Students were grouped according to skill, plus socio-economic and religious backgrounds. This combination

created her social and educational world, plus her career choices. It was interesting to note that both Elijah and Mr. King were from African nations, while Jack and Jane were from totally different continents. I wondered if the corporate educational structure focus influenced this cultural bias more than national ethnicity.

The collectivist's interview responses indicated compassion for others and the desire to be part of goals that benefited the group. It was revealing that three of the international studies professors had collectivist cultural biases. Dr. Aberdeen's interview responses mentioned the need for all professors to study in other cultures to "bring back knowledge to share". He said, "This creates new views of how the sciences need to develop and proceed." Dr. Major said he did what needed to be done, regardless if it was in his job description. He thought that some hierarchal persons at the university were insensitive elites who did not do what needed to be done.

Dedication to group ideals was a common theme found among collectivist's interview data. Eva liked education in the U.S. because it connected students to larger educational processes and helped them succeed. Many international students were enamored with the availability of social sciences in U.S. curriculum, so they could go home to help their societies. Students who mentioned this were either corporate, such as Jack, or collectivist, such as Arnold.

Survey Results

Within the survey of Douglas's (1982a) grid and group typology, eight participants' choices put them in the collectivist quadrant, while four tested into the corporate area. Both of these cultural bias assumptions focused on group survival, albeit

with different organizational approaches. In addition, two participants chose individualistic-competitive options and one a bureaucratic-fatalist designation. Within the individualistic and bureaucratic quadrant models, a lack of concern for the group and a preference for competition existed.

The bureaucratic international student participant was an East Asian male. The individualistic student participant was the expatriate female, while the individualistic professor was male and not from the Midwest part of the United States. In the corporate quadrant, two male international students were from Africa, one male student was from Central Asia, and one female student was from Southeast Asia. Three female collectivist students were from Latin America, Central Asia, and Europe. One female collectivist professor was from Latin America. One male collectivist student was from Central Asia, and one male collectivist student was from Latin America. Two collectivist professors were from the Midwest Untied States (See Figure 6). For transparency, this information served to report data, as there was no distinct pattern found within this study that could be generalized for locational origins. In addition, gender differences were not relevant in any patterns or trends.

The cluster of participants on the assessment tool indicated internationalized educational concerns attract those types of people who lean toward group survival as important. Group interests were the norm for most of the study participants. However, interview data from the two individualistic participants demonstrated they too had concerns for group goals. The data reveal that their motivations were more self-serving, but their conclusions about internationalized education were the same as collectivist's.

Figure 6: Results of Survey Scores on Assessment Tool. **X** = Male Professors, **+** = Female Professor, ⊗ = Male International Student, ⊕ = Female International Student
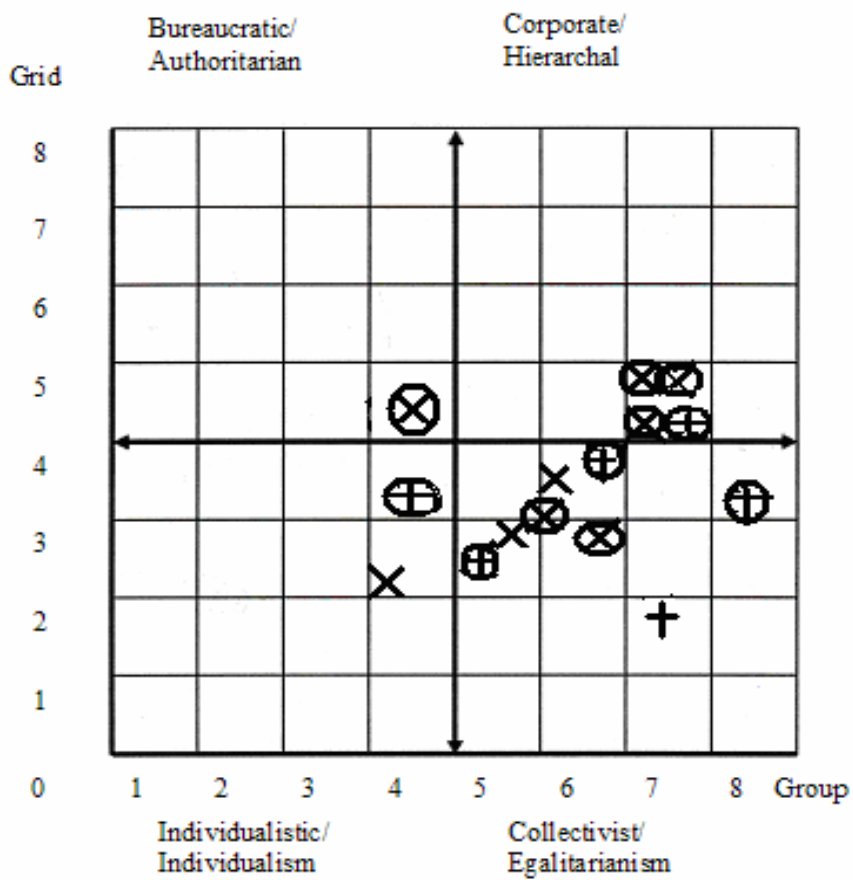
Figure 7. Participant's Survey Placements on the Assessment Tool

Grid	Bureaucratic/ Authoritarian		Corporate/ Hierarchal	

8

7

6

5   Mr. Washington   Mr. King Elijah Jack Jane

Dr. Aberdeen   Bonnie

4   Pricilla   Marta

Ponce

3   E v a   Dr. Major   Arnold

Dr. Stani

2   Dr. Ceres

1

0   1   2   3   4   5   6   7   8   Group

Individualistic/ Individualism   Collectivist/ Egalitarianism
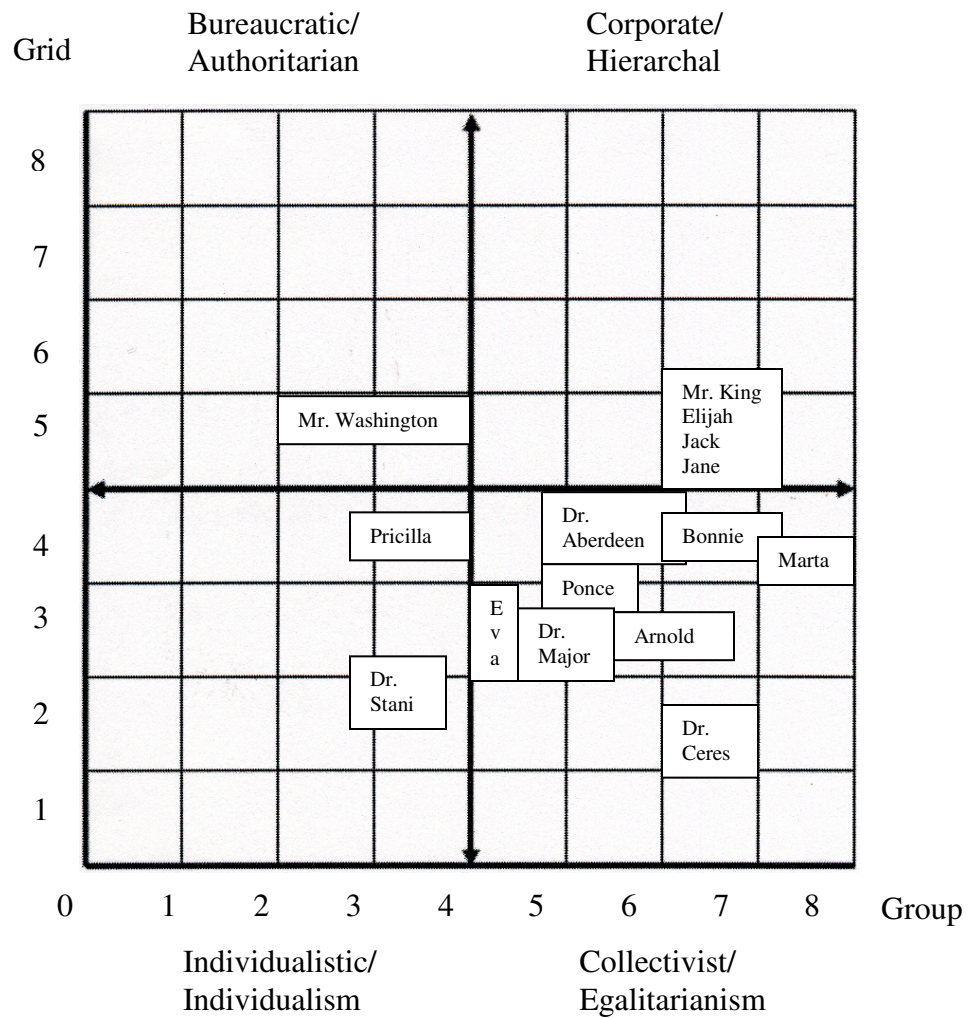
Assessments of Data

Interviews. The interview results showed that more was involved in internationalized education than just interactions between international students and their professors. The logistics of living in a foreign environment, such as the campus, curriculum, administrative organization, and U.S. students, impacted their educational experiences for these international students. Their comprehensive concerns ranged from desired mutual respect for the educational arena to their expected procedures for organizational competency.

Both international students and their professors had similar educational ideas and goals. This study found the professors and students were truly dedicated to the concept of internationalized education. However, they indicated a need for the institutionalization of internationalized educational organization, as starting points were not apparent. For instance, most professors were unclear in regards to correct processes, direction of actions, and baseline international academic knowledge within higher education.

Connecting the interviews to the survey. In the survey using Douglas's (1982a) typology, three-fourths of the participants tested into the stereotypical collectivist-egalitarian or corporate-hierarchal quadrants of the grid and group assessment tool. The interview responses from the collectivist and corporate participants focused on group goals or the integration of global educational needs. In his interview responses, the respondent from the bureaucratic quadrant of the grid and group assessment tool focused

on stereotypical bureaucratic choices or his needs within a large institution. The two

individualistic participants demonstrated individualistic characteristics, or one disliked

for hierarchal control, and the other enjoyed competitive venues in education.

Comprehensively, all participants were concerned with internationalized educational

requirements, yet from different viewpoints.

The data of these respondents' preferences demonstrated the following

definitions:

Bureaucratic:

- Organization through rules and regulations directed by hierarchal control

- Individual survival concerns through competitive behavior

Corporate:

- Organization through rules and regulations directed by hierarchal control

- Group survival concerns through cooperative behavior

Individualistic:

- Organization through intrinsic motivation directed by autonomous control

- Individual survival concerns through competitive behavior

Collectivist:

- Organization through intrinsic motivation directed by autonomous control

- Group survival concerns through cooperative behavior

Conclusions of the Research Questions

The research questions that guided this study were:

1. *What are the educational assumptions of graduate level international students in the International Studies Graduate program?*

International students thought that U.S. higher education offered preferable flexible education. The students valued U.S. curriculum, transferability, settings, organization, and expanded course offerings over their former corporate or bureaucratic style educational experiences.

An exception to U.S. favored education was the lack of mandatory multiple language studies in the U.S.. In addition, U.S. informal educational atmospheres came with the cost of a loss of respect held by U.S. students toward education and their teachers. Furthermore, the international student participants said U.S. administrators and professors should be more aware of international student needs in regards to communication, unfamiliar educational logistics, and weaker educational support systems.

This U.S. University's educational agenda and location was preferred by international students, due to the existence of an international studies program, lower costs of the region, and attendance of other students of their own ethnicity. They liked the flexibility of the U.S. university venues in curriculum, coursework, and instructional methods. Social science options utilizing comparative studies were ideal. These student participants assumed that U.S. university degrees held global prestige.

An ideal setting for the international students would incorporate parts of their past educational experiences and current U.S. higher educational settings. The international students would increase support systems between family, school, and community within the U.S. They would keep the flexibility of curriculum, instructional methods, and

coursework found in the U.S., but would retain a more formal hierarchy between professors and students.

The comments made by students about preferred formal, yet flexible, educational settings may seem contradictory. I find an explanation by turning to Douglas's (1982a) grid and group typology. Because both collectivist and corporate models are concerned with group sustainability, international students may choose to have formal hierarchal relationships (corporate) with flexible instructional methods and curriculum to meet diverse needs (egalitarian-collective) for groups of students.

International students suggested that expanded international training would increase U.S. student motivation, maturity, and curiosity. They stated that with recent globalization processes, universities should prepare students with internationalized education. Concerns were expressed about the applicability of U.S. university training in their home countries, and students proposed more research with international agendas.

2. *What are educational assumptions of educators in the International Studies Graduate program toward internationalized education?*

The professors were unique due to their experiences with internationalized education. Interview data brought forth that the professor participants had extensive international experience prior to this study, and therefore, were collectively different from many other university professors. All professor participants agreed that internationalized education and research were critical for all university students, both domestic and international.

Three of the four professors said they observed greater motivation and higher

educational goals from students in the international studies graduate program, and additionally, from U.S. students who study abroad. Three of the four professors stated that more research should address the application of U.S. education within other countries after international students returned home.

The fourth professor commented that these motivations and goals depended on student's experiential learning. This professor concentrated on hands-on training and apprenticeship work-connections within communities.

For professors' ideal educational settings, one of the most important assumptions was that internationalized education should be centralized in organization within disciplines and with expanded programs. The professors also stated that globalization processes occur exponentially and the university should prepare students for this future, and should include international studies doctoral programs at this university.

3. *In what ways does Douglas's (1982a) Typology of Grid and Group explain student and faculty educational assumptions?*

Out of 15 participants, eight tested into the collectivist quadrant (over half of the participants) and four chose corporate cultural biases on the survey assessment tool. The choice of three-fourths of the participants' was for group cohesion, which demonstrated a stereotypical inclination for group interests. This inclination was often confirmed in their interview responses. In addition, the expressive lifestyles interview data supported conclusions that these participants lead group-oriented lifestyles. A three-fourths ratio was true for both international students and the professors for cooperative, rather than competitive, cultural assumptions.

All participants had high scores for group questions on the survey (Appendix D), meaning they were concerned with group survival. From collectivist and corporate backgrounds, the majority of international students and three of the four professors, found strong support systems paramount for higher educational successes. Accomplishment attention for the support group is found through the combined efforts of group members toward the achievement of one member (Harris, 2005). Therefore, collectivists viewed themselves in relationship to each other through autonomous roles within a group.

The collectivist international students' expressed that U.S. primary educational systems should be more corporate in scope and structure. Therefore, they deemed U.S. students did not respect education's value and that a more formal and valued educational structure would address this problem. This attitude was displayed by their results on the grid and group assessment. For instance, the averages of international students' choices were median-high to high for specific grid topics such as:

- Authority structures are centralized and hierarchal

- My role is specialized, explicit job description

- Rules and procedures are numerous/ explicit

In addition, participants assume a change is needed for increased support of all areas of education by incorporating internationalized agendas, more hands-on learning, and expanded research goals. Necessary changes usually come through institutional influences, as an instrument on societies, however change comes hard for the collectivist (Douglas, 1986). Egalitarians do not believe positive development can occur only by working within the basic system. Rather, structural value changes must be made (Harris,

2005). Therefore, three-fourths of the participants believe it is the values of education that must change to include internationalized agendas.

4. What other realities are revealed by this case study research?

It is understandable that participants in a Master's level international studies program would promote internationalized education as an important and worthwhile endeavor. This topic is obviously close to their hearts. However, data from the interviews and survey offer proposals for new comprehensive goals in higher educational. International students and professors identify problem areas of low U.S. student educational interests and isolationist research agendas. Participants make suggestions to facilitate remedies for these problems. An important plan is for mandatory internationalized education through research agendas and study abroad programs (even short trips) to create better students.

Most participants say there is a lack of U.S. student motivation and concern for education. The participants of this study suggest a macro-view in looking at of world environments would better facilitate educational motivation and curiosity. To comprehend why this would work, I turn to Sack (1999), a geographer. He explains that U.S. society, especially in academia, is too compartmentalized to perceive global issues and needs. Sack's (1999) ideas concur with the participants' proposals. Specifically, Sack and the participants of this study voice a need for global awareness for better U.S. educational schemata.

Implications and Recommendations

From the data collected in this study, there were numerous suggestions that became apparent. The following recommendations address these assertions.

Implications and recommendations for research. Additional qualitative research through life histories and case studies is paramount to understand the role of U.S. universities within the globalization phenomenon. Much research is needed to ascertain the impacts of U.S. university training on other nations, plus congruencies or conflicts within academic intersections of multiple national agendas.

The participants agree that research both from the U.S. and world-wide should address more international agendas. The promotion of this concept is important to cope with globalization processes, ethical guidelines and models for international research, environmental and cultural sustainability, and to pre-empt unforeseen issues and conflicts from global processes.

This study is limited to qualitative work, however, more quantitative research is needed to compare ratios of cultural biases within Douglas's (1982a) grid and group typology and in line with Gannon's (2004) metaphors. For instance, large numbers of international students in the U.S. are from similar stereotypical regions, as the participant that chose the bureaucratic quadrant. Therefore, without corresponding quantitative data, it should not be inferred from this study that the majority of all international students' biases are collectivists or corporate. These data are not available on all international students. The key element here is that through multiple cultural biases, international students can enhance and enrich U.S. academics.

Implications and recommendations for theory. As it is human nature to believe one's knowledge base is more correct and less biased, ethical models are needed for knowledge exchange between cultural biases. New ethical models should incorporate controls for bias and hegemony of political and economic agendas in multi-cultural academic interchange. In a new educational paradigm, educational assumptions of international students should be acknowledged, respected, and considered in future academic planning for texts, instructional methods, coursework, student organizations, administrators, professors, and staff for universities within the U.S.

While global theories on modernity are well defined through the work of Douglas (1982a) and Thompson, Ellis, and Wildavsky (1990) to name a few in this study, the practical application of these implications are not institutionalized. Generalized theoretical knowledge on internationalized education should be every day practicum for universities everywhere. The implications and recommendations of the participants are valuable insights to position theory into practice.

Implications and recommendations for practice. This case study has a multi-discipline approach as suggested by Yolanda Moses (2003). The literature review contains not only educational research projects, but also, research from anthropology, geography, history, theology, and politics. I strongly urge this approach for future research projects to create more holistic conclusions needed for today's globalization processes.

The reason this research utilizes many disciplines is to explore multiple venues of data to guide conclusions toward specific inductive analyses (Moses, 2003). My past study disciplines combine anthropological, geographical, historical, and educational

research. A holistic approach is better achieved in this manner because the focus of each is different, yet important. As an anthropologist, I am concerned with the voices or opinions of those studied. As a geographer, I am anxious about the sustainability of the earth's processes. As a historian, I want to learn from repeated patterns of human endeavors and conquests. As an educator, I focus on diverse learning methods, superior integrated knowledge, and critical analyses. Globally, there is a necessity for both holistic and diverse educational methodologies.

The participants of this study point out many internationalized components which would greatly improve education globally. Some of the strongest suggestions were about the expansion of comparative social sciences, ritualized and respected educational atmospheres over other national interests, and internationalized educational mentalities. They believe, as I do, that education can lead the way to the future within a third space of knowledge, or the conjoining of ideas.

One job of higher education is to produce qualified leadership. Within each discipline, leaders must decide where the parameters of their responsibility lie. In looking at Sack's (1997) assessment, we generate compartmentalized leaders who gaze no farther than their expertise and not at the greater global consequences of their actions. Currently, empathetic global leadership is not a focus of university preparation in all disciplines. However, if globalization is a new paradigm, all university students must train to understand international consequences of regional actions (Gomstyn, 2003a). We must recognize that a national isolationist approach to university education and research will not facilitate ethical leadership in world issues.

Comments

Within anthropological methods, comparative research can benefit multiple populations, or those studied, plus one or more other relative human populaces (Ember & Ember, 2002). As I accomplish this research, my thoughts continue to view the information in relation to my own culture, albeit within my own cultural biases. I produce a continuous dialogue from participants' responses on the comparison of views between other international educational models and those found in U.S. educational systems.

My cultural biases align with the recommendations of the participants. However, an important element is found in the responses of the two individualistic participants. Through other motivations, they come to many of the same conclusions, as the other cultural biases. I believe that U.S. academia does not have to radically give up individualistic cultural biases to adopt an expanded cultural andragogy, if we accept comparative cultural biases as worthy and equal.

Indeed, I consider this is in alignment with U.S. historical processes. Democracy, or a vision of equality and egalitarianism within the United States, seems to be a conundrum within the capitalistic model of haves and have-nots. However, the U.S. is sturdy from a balance of paradigms, through the diversity of political, economic, and social practices. I think awareness and integration of other cultural biases makes the U.S. stronger. I judge university training and research should further reflect this model through internationalized education.

It is the opposing quadrants of the corporate or collectivist models with rules or roles that leads this country and others, yet Gannon (2004) states that in the U.S., we train our children to be individualistic. As internationalized educators, this individualism was not reflected in three of the professors, nor my own survey results. I agree with the assessments of the international students that U.S. educational atmospheres need formal rituals to better acclimate students, as future leaders, to group-oriented collectivist or corporate models to achieve group cohesiveness.

However, individualist participants in this study come to similar conclusions and suggestions on the value of internationalized education from totally dissimilar standpoints or visions. Individualists are concerned with the success of their personal educational goals. Regardless of participants' cultural biases, all of their assessments of U.S. higher education are similar on the value of internationalized education, the need for bi-lingual training, and study abroad.

To me, the individualists' responses are congruent, as they stem from interaction with and awareness of other cultures. The greatest indicator is that even as individualistic persons, these participants are empathetic to the other through their establishments of equal foreign relationships. The key is that foreign relationships are considered equal. Therefore, with this intact, different cultural biases are more similar than different in identifying and solving educational problems, due to high values for culturally diverse assumptions.

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APPENDIX A:

Specific Open-ended Interview Questions

Students:

1. What is your family structure like?

2. What are your hobbies and likes and dislikes in music and art?

3. Why did you come to the United States?

4. What assumptions did you have about education before you came here?

5. How have those assumptions changed since you have been here?

6. How would you describe an ideal educational setting and what would your place be in it?

7. Describe the program you are in.

Professors:

1. What is your family structure like?

2. What are your hobbies and likes and dislikes in music and art?

3. Why do you teach at Midwestern University?

4. What assumptions do you have about internationalized education?

5. How would you describe an ideal educational setting and what would your place be in it?

6. Describe the program you are in.

Grid and Group Survey Instrument[1]

Preliminary Information

Position (please check one)

○Professor (specify position title)_____

○Student (specify academic major and country of origin) _____

_____

_____

Total years of affiliation at this university:_____

Instructions

Below are 24 items. Each item reflects a continuum of 2 to 8. For each item:

- read the entire item, and

- on the continuum, mark the bubble nearest the statement that best represents your

  preference or perspective.

Please remember to keep in mind your preference, not necessarily the type of atmosphere

in which you currently affiliated. Also, please mark each item, mark only one bubble per

item, and do not mark anywhere else on the continuum other than the bubble.

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[1] Appendix B templates were labeled Grid and Group Assessment Tool in Harris, 2005, pp. 190-196

Example Items

1. Incorrect Procedure. The example items below illustrate the *incorrect* way to

complete the questionnaire. In the first example item (E1), more than one circle is

checked. In example item number two (E2), a mark is made *between* two numbers on the

continuum. In both cases, it is not possible to score the item. *Don't* do it this way!

	Incorrect Procedure	
E1	I prefer: weak coffee. strong coffee. ◀—○—●—○—●—○—○—○—○—▶ 1 2 3 4 5 6 7 8	????
E2	I prefer: weak coffee. strong coffee. ◀—○—○—○—○●○—○—○—○—▶ 1 2 3 4 5 6 7 8	????

Correct Procedure

Example E3 below illustrates the *correct* way to complete each item in the questionnaire, because only one circle is marked. The score for this item would be "3," as indicted in the "Score" column. *Do it this way!*

Correct Procedure		
E3	I prefer: weak coffee. strong coffee. ←—○—○—●—○—○—○—○—○—→ 1 2 3 4 5 6 7 8	

Item	Grid Considerations	Score
1	I prefer an educational atmosphere where authority structures are: decentralized/non-hierarchical. centralized/hierarchical. 1 2 3 4 5 6 7 8	
2	I prefer an educational atmosphere where my role(s) is: non-specialized/ no explicit specialized/ explicit job descriptions. job descriptions. 1 2 3 4 5 6 7 8	
3	I prefer an educational atmosphere where professors have: full autonomy no autonomy in textbook selection. in textbook selection. 1 2 3 4 5 6 7 8	
4	I prefer an educational atmosphere where individual professors have: full autonomy in generating no autonomy in generating their educational goals. their educational goals. 1 2 3 4 5 6 7 8	

Item	Grid Considerations	Score
5	I prefer an educational atmosphere where individual professors have: full autonomy in choosing no autonomy in choosing instructional methods/strategies. instructional methods/strategies. 1 2 3 4 5 6 7 8	
6	I prefer a teaching and learning atmosphere where students are: encouraged to discouraged from participate /take ownership participating/taking ownership of their education. of their education. 1 2 3 4 5 6 7 8	
7	I prefer an educational atmosphere where professors obtain funding resources (i.e., technology, manipulatives, materials, tools) through: individual administrative competition/negotiation. allotment/allocation. 1 2 3 4 5 6 7 8	
8	I prefer a teaching and learning atmosphere where instruction is: individualized/ personalized not individualized/personalize for each student. for each student. 1 2 3 4 5 6 7 8	

Item	Grid Considerations	Score
9	I am motivated by: intrinsic/self-defined interests.　　　extrinsic/institutional rewards. 1　2　3　4　5　6　7　8	
10	I prefer an educational atmosphere where hiring decisions are: decentralized/controlled by professors.　　　　　centralized/controlled 　　　　　by administrator(s). 1　2　3　4　5　6　7　8	
11	I prefer an educational atmosphere where class schedules are determined through: individual professor negotiation.　　　institutional rules/routines. 1　2　3　4　5　6　7　8	
12	I prefer an educational atmosphere where rules and procedures are: few/ implicit.　　　　　　numerous/explicit. 1　2　3　4　5　6　7　8	

Sum of grid scores: _____

Average of grid scores (sum/12): _____

Item	Group Considerations	Score
1	I prefer an educational atmosphere where instructional activities are initiated/planned by: individual professors working alone. all educators working collaboratively. 1 2 3 4 5 6 7 8	
2	I prefer an educational atmosphere where socialization and work are: separate/dichotomous activities. incorporated/united activities. 1 2 3 4 5 6 7 8	
3	I prefer an educational atmosphere where intrinsic rewards primarily benefit: the individual. everyone at the school site. 1 2 3 4 5 6 7 8	
4	I prefer an educational atmosphere where teaching and learning are planned/organized around: individual professor goals/interests. group goals/interests. 1 2 3 4 5 6 7 8	

Item	Group Considerations	Score
5	I prefer an educational atmosphere where performance is evaluated according to: individual professor goals, priorities, and criteria. group goals priorities, and criteria. 1 2 3 4 5 6 7 8	
6	I prefer an educational atmosphere where members work: in isolation toward goals and objectives. collaboratively toward goals and objectives. 1 2 3 4 5 6 7 8	
7	I prefer an educational atmosphere where curricular goals are generated: individually. collaboratively. 1 2 3 4 5 6 7 8	
8	I prefer an educational atmosphere where communication flows primarily through: individual, informal networks. corporate, formal networks. 1 2 3 4 5 6 7 8	

Item	Group Considerations	Score
9	I prefer an educational atmosphere where instructional resources are controlled/owned: individually. collaboratively. 1 2 3 4 5 6 7 8	
10	I prefer an educational atmosphere where educators and students have: no allegiance/loyalty much allegiance/loyalty to the school. to the school. 1 2 3 4 5 6 7 8	
11	I prefer an educational atmosphere where responsibilities for professors and administrators are: ambiguous/fragmented clear/communal with no accountability. with much accountability. 1 2 3 4 5 6 7 8	
12	I prefer an educational atmosphere where most decisions are made: privately by corporately by factions or independent verdict. consensus or group approval. 1 2 3 4 5 6 7 8	

Sum of group scores: _____

Average of group scores (sum/12): _____

APPENDIX C:

Grid and Group Assessment Tool [2]

| | Bureaucratic/ Authoritarian | | | | Corporate/ Hierarchic | | | |

Grid

8
7
6
5
4 ●
3
2
1

0 1 2 3 4 5 6 7 8 Group

Individualistic/
Individualism

Collectivist/
Egalitarianism

[2] Appendix C was labeled ... Template in Harris, 2005, pg. 197.
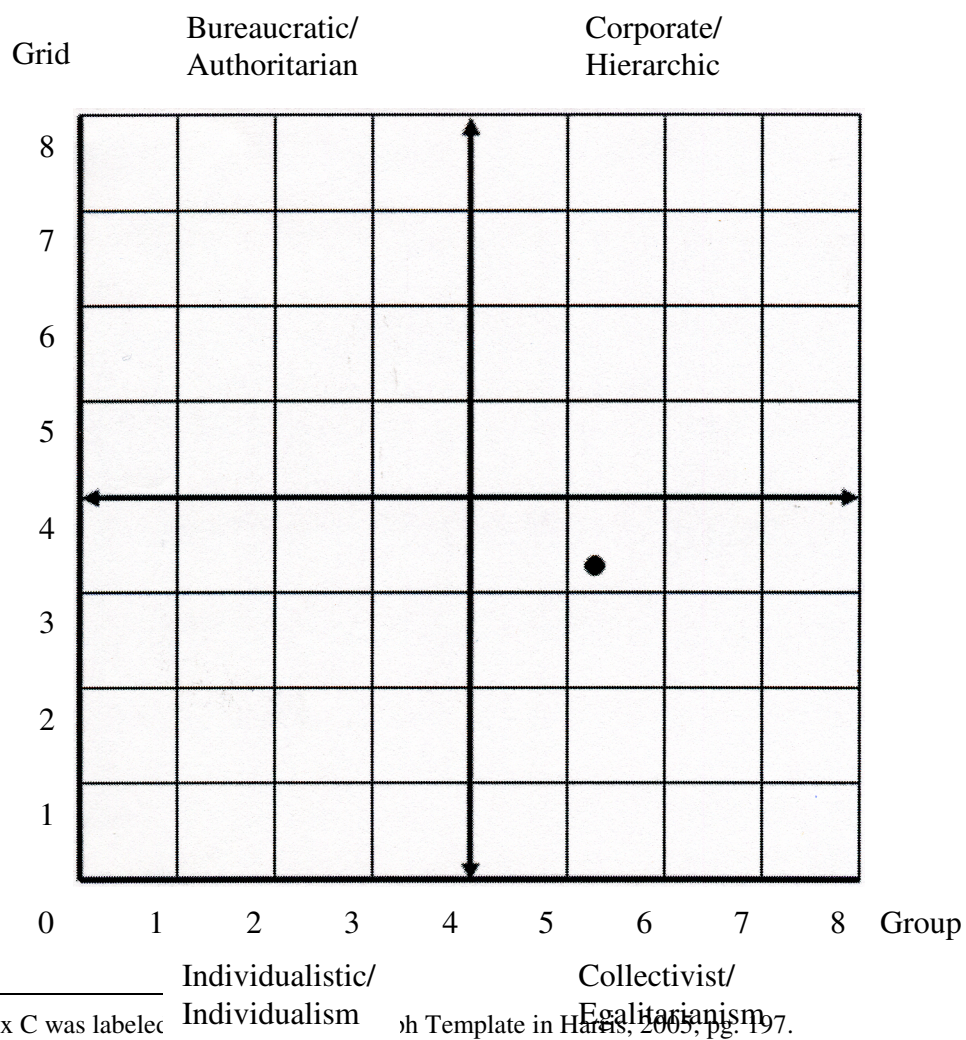
APPENDIX D

Excel Spreadsheet of Grid and Group Survey Scores

International Students

Scale 1-8											
Students/ Grid 1=lowest 8=highest	**#1**	**#2**	**#3**	**#4**	**#5**	**#6**	**#7**	**#8**	**#9**	**#10**	**#11**
1. Authority structures are: Decentralized/ non-hierarchal (Low) *or* Centralized and hierarchal (High)	8	3	3	2	4	5	5	6	8	5	5
2. My role is : Non-specialized, no explicit job description *or* Specialized, explicit job description	7	7	7	6	5	8	7	8	8	3	5
3. Professors have: Full autonomy in textbook selection *or* No autonomy in textbook selection	4	3	3	4	2	5	6	1	5	3	3
4. Individual Professors have: Full autonomy in generating edu goals *or* No autonomy in generating edu goals	2	3	7	4	3	2	3	2	5	1	2

Students/ Grid 1=lowest 8=highest	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
5. Professors have: Full autonomy in choosing instructional methods and strategies (Low) *or* No autonomy in choosing instructional methods and strategies (High)	2	2	3	4	2	2	5	3	4	2	2
6. Students are: Encouraged to participate/ take ownership of edu *or* Discouraged from participating	1	4	3	1	1	1	1	1	1	3	2
7. Professors obtain funding, and resources for technology, manipulatives, tools through: Individual competition and negotiations *or* Administration allotment/ allocation	7	3	6	8	4	8	4	8	6	6	5
8. Instruction is: Individualistic/ personalized (Low) *or* Not-individualistic or personalized(High)	8	4	3	3	4	7	3	6	2	2	3

Students/ Grid 1=lowest 8=highest	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
9. I am motivated by: Intrinsic. self-defined interests *or* Extrinsic/ institutional rewards	4	2	2	1	3	1	5	6	4	1	5
10. Hiring decisions are: Decentralized/ controlled by professors *or* Centralized/ controlled by administration	4	6	7	4	3	7	6	7	6	3	4
11. Class schedules are determined by: Individual professor negotiation *or* Institutionalized rules/ routines	7	2	6	2	4	6	4	5	5	5	4
12. Rules and Procedures are: Few/ implicit or Numerous/ explicit	7	4	7	2	5	4	2	5	4	6	4

Students/ Group: Scale 1-8	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
1. Institutional activities are planned by: Individual professors working alone (Low) *or* All educators working collaborative (High)	8	7	3	8	6	7	7	8	8	8	4
2. Socialization and work are: Separate/ dichotomous activities *or* Incorporated/ united activities	7	7	6	8	6	7	6	6	7	3	6
3. Intrinsic rewards primarily benefit: the individual or everyone at the school site	7	3	2	8	3	7	5	8		8	4
4. Teaching and Learning are planned/ organized around: Individual professor goals and interests or Group goals and interests	7	4	6	8	6	7	7	4	8	7	5

Students/ Group: Scale 1-8	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
5. Performance should be evaluated according to: Individual professor goals and criteria (Low) *or* Group goals and criteria (High)	7	2	2	8	4	7	7	8		8	3
6. Members work: In isolation toward goals and objectives *or* Collaboratively toward goals and objections	7	2	2	8	4	7	7	8	8	7	3
7. Curricular goals are generated: Individually or Collaboratively	8	7	3	8	5	2	6	8	5	7	4
8. Communications flows primarily through: Individual, informed networks *or* Corporate, formal networks	8	6	2	8	6	7	6	8	6	3	3

Students/ Group: Scale 1-8	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
9. Instructional resources are controlled/ owned by: Individuals (Low) *or* Collaboratively (High)	8	6	6	8	5	7	6	6	6	7	5
10. Educators and Students have: No allegiance/ loyalty *or* Much allegiance/ loyalty to the school	7	7	5	8	7	8	7	8	7	6	6
11. Responsibilities for professors and administrators are: Ambiguous/ fragmented with no accountability *or* Clear/ communal with much accountability	8	7	5	8	7	8	8	8	8	7	6
12. Most decisions are made: Privately by factions or independent verdict *or* Corporately by consensus or group approval	7	7	6	8	6	8	8	7	8	5	4

Collectivist = Coll Corporate = Corp Bureaucratic = Bureau Individualist = Individ Student participants scored in the grid and group quadrant of:	# 1 Corp	# 2 Coll	# 3 Bureau	# 4 Coll	#5 Coll	#6 Corp	#7 Corp	#8 Corp	#9 Coll	# 10 Coll	# 11 Individ

Professors

Professors/ Grid 1=lowest 8=highest	Prof # 1	Prof # 2	Prof # 3	Prof # 4	Ave	High	Low
1. Authority structures are: Decentralized/ non-hierarchal (Low) *or* Centralized and hierarchal (High)	1	3	5	2	*2.75*	*5*	*1*
2. My role is : Non-specialized, no explicit job description *or* Specialized, explicit job description	5	5	7	5	*5.50*	*7*	*5*
3. Professors have: Full autonomy in textbook selection *or* No autonomy in textbook selection	1	2	4	1	*2.00*	*4*	*1*
4. Individual Professors have: Full autonomy in generating edu goals (Low) *or* No autonomy in generating edu goals (High)	1	4	5	1	*2.75*	*5*	*1*

5. Professors have: Full autonomy in choosing instructional methods and strategies (Low) *or* No autonomy in choosing instructional methods and strategies (High)	1	3	2	1	*1.75*	3	1
6. Students are: Encouraged to participate/ take ownership of edu *or* Discouraged from participating	1	2	3	1	*1.75*	3	1
7. Professors obtain funding, and resources for technology, manipulatives, tools through: Individual competition and negotiations *or* Administration allotment/ allocation	6	6	3	6	*5.25*	6	3
8. Instruction is: Individualistic/ personalized *or* Not-individualistic or personalized	4	3	3	4	*3.50*	4	3

Professors/ Grid 1=lowest 8=highest	Prof # 1	Prof # 2	Prof # 3	Prof # 4	Ave	High	Low
9. I am motivated by: Intrinsic. self-defined interests (Low) *or* Extrinsic/ institutional rewards (High)	1	4	2	3	*2.50*	4	1
10. Hiring decisions are: Decentralized/ controlled by professors *or* Centralized/ controlled by administration	1	2	3	1	*1.75*	3	1
11. Class schedules are determined by: Individual professor negotiation *or* Institutionalized rules/ routines	3	2	3	3	*2.75*	3	2
12. Rules and Procedures are: Few/ implicit or Numerous/ explicit	3	3	5	2	*3.25*	5	2

Professor/ Group: Scale 1-8	Prof # 1	Prof # 2	Prof # 3	Prof # 4	Ave	High	Low
1. **Institutional activities are planned by:** Individual professors working alone (Low) *or* All educators working collaborative (High)	8	3	5	4	*5.00*	8	3
2. **Socialization and work are:** **S**eparate/ dichotomous activities *or* Incorporated/ united activities	8	6	6	6	*6.50*	8	6
3. **Intrinsic rewards primarily benefit:** the individual or everyone at the school site	6	6	4	3	*4.75*	6	3
4. **Teaching and Learning are planned/ organized around**: Individual professor goals and interests or Group goals and interests	8	3	7	4	*5.50*	8	3

5. Performance should be evaluated according to: Individual professor goals and criteria (Low) *or* Group goals and criteria (High)	6	4	5	4	*4.75*	6	4
6. Members work: In isolation toward goals and objectives *or* collaboratively toward goals and objections	8	7	7	4	*6.50*	8	4
7. Curricular goals are generated: Individually *or* Collaboratively	8	5	7	5	*6.25*	8	5
8. Communications flows primarily through: Individual, informed networks *or* Corporate, formal networks	6	6	3	4	*4.75*	6	3

Professor/ Group: Scale 1-8	Prof # 1	Prof # 2	Prof # 3	Prof # 4	Ave	High	Low
9. Instructional resources are controlled/ owned by: Individuals (Low) *or* Collaboratively (High)	6	5	6	4	*5.25*	6	4
10. Educators and Students have: No allegiance/ loyalty *or* Much allegiance/ loyalty to the school	8	7	8	5	*7.00*	8	5
11. Responsibilities for professors and administrators are: Ambiguous/ fragmented with no accountability *or* Clear/ communal with much accountability	7	7	6	3	*5.75*	7	3
12. Most decisions are made: Privately by factions or independent verdict *or* Corporately by consensus or group approval	8	6	7	5	*6.50*	8	5

Collectivist = Coll Corporate = Corp Bureaucratic = Bureau Individualist = Individ Professor participants scored in the grid and group quadrant of:	Prof # 1 Coll	Prof #2 Coll	Prof # 3 Coll	Prof # 4 Individ			

APPENDIX E

IRB Approval Forms

Oklahoma State University Institutional Review Board

Date: Friday, February 16, 2007

IRB Application No   ED079

Proposal Title: A Grid and Group Explanation of Educational Assumptions Among Professors and International Students

Reviewed and   Expedited
Processed as:

Status Recommended by Reviewer(s): Approved   Protocol Expires: 2/15/2008

Principal
Investigator(s
Kay Kautz   Edward Harris
431 W. 80th North   308 Willard
Wellington, KS 67152   Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

Sue C. Jacobs, Chair
Institutional Review Board
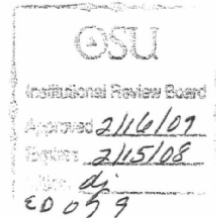
INFORMED CONSENT DOCUMENT

Project Title:

A Grid and Group Explanation of Educational Assumptions Among Professors and International Students.

Investigator:

Kay Kautz

> Secondary Teaching Certificate in Comprehensive Social Sciences
> B.A. in History
> M.A. in Cultural Anthropology
> Doctoral Candidate in Higher Educational Leadership

Purpose:

A study is being conducted involving research about international students and their professors. The purpose of the study is to find out what cultural assumptions exist about internationalized higher education. This means when international students and their professors interact, they bring cultural beliefs and assumptions to their academic endeavors. You are being asked to participate in this study because of your involvement with international studies and education and as a key element to understanding cultural educational assumptions.

Procedures:

There are three stages of participation for this research. First, scheduled face-to-face interviews will be conducted at least three separate times for approximately 2 hours in length. These interviews will be held at a location convenient to you. I will ask open-ended questions, meaning I am interested in your educational history and general opinions about education. Next, I will give you a survey to complete. This will gauge your type of cultural orientation. Finally, I will continue to contact you in person, through e-mail, or on the telephone to ask you additional questions to be sure I understand the information that you gave me correctly, and that I understand your meanings.

During the interviews, I will take notes, make personal observations, and take digital pictures to help me remember and connect information specifically to you. The notes and photographs will not be used directly in the study, but instead, will assist my data analysis and be kept confidential. Any identifying information will be destroyed after publication of the dissertation.

Risks of Participation:

There are no known risks associated with this project which are greater than those ordinarily encountered in daily life.

Benefits:

For the participants, the act of reflection may create new self-awareness and reflexivity not before understood, act as a 'catharsis', or bring closure. New data on internationalized educational assumptions will aid future curriculum planning for the academe and the administration of internationalized education.

Confidentiality:

You will be given a code name without indication of gender or ethnicity. Any identifying information will be destroyed after publication of the dissertation. Information will be recorded in my field notes and a personal journal, plus digital photographs and text will be kept on a non-internet computer and stored at my home. Risks to the confidentiality of your data could be compromised by internet hacking, so I will use a laptop that is not connected to the internet to store data. I will back-up data periodically on a CD to prevent loss from technical problems.

An audit trail of all the research will be established on the non-internet laptop. Written and photographic data will be stored for at least 6 months on the non-internet laptop after dissertation publication. After six months, the photographs and data will be copied to a CD. The computer CD, personal journal, and the field notes will be stored at my home.

Data and analyses will be written in a dissertation that will be published. An initial copy will be kept by me, plus given to the university library, my advisor, and the university's Education Department. Additional copies of the dissertation may be requested by individuals, groups, and academic departments. I will only share your confidential data, when requested, with my dissertation advisor or the Human Resources Board at Oklahoma State University.

The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in research.

Participant Rights:

Your participation is voluntary and you can discontinue the research activity at any time without reprisal or penalty. You may refuse to answer any question at your discretion. You may volunteer information to clarify meanings, yet request it not be used in the study. It is understood that unless you make such requests, your information will be added to the overall data, and used in data analysis. Your participation may be terminated at my discretion due to fulfillment of the needed data collections.

Compensation:
There is no compensation associated with this research study. Your participation is strictly voluntary.

Contacts:

You may contact me with questions:
Kay Kautz
316-456-2361 (home)
316-554-2717 (work)
Kay_teach@yahoo.com

Or my dissertation adviser:
Dr. Ed Harris
405-744-3932 (office)
308 Willard Hall, OSU, Stillwater, OK
Ed.harris@okstate.edu

If you have further questions about the research and your rights as a research volunteer, you may contact Dr. Sue C. Jacobs, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu.

Signatures:
I have read and fully understand the consent form. My signature indicates my willingness to participate in the study, and I sign it freely and voluntarily. A copy of this form has been given to me.

_____   _____
Signature of Participant   Date

I certify that I have personally explained this document before requesting that the participant sign it.

_____   _____
Signature of Researcher   Date

Oklahoma State University Institutional Review Board

Date	Wednesday, January 30, 2008	Protocol Expires:	1/29/2009

IRB Application No: ED079

Proposal Title: A Grid and Group Explanation of Educational Assumptions Among Professors and International Students

Reviewed and
Processed as: Expedited

Continuation

Status Recommended by Reviewer(s) **Approved**

Principal
Investigator(s)

Kay Kautz
431 W. 80th North
Wellington, KS 67152

Edward Harris
308 Willard
Stillwater, OK 74078

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

▣ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

The reviewer(s) had these comments:

Continuation approved for data analysis only. Should additional data collection be necessary or desired a modification request must be submitted to the IRB for review and approval before implementation.

Signature:

Shelia Kennison, Chair, Institutional Review Board

Wednesday, January 30, 2008
Date

VITA

Kay D. Kautz

Candidate for the Degree of

Doctor of Education

Dissertation: A GRID AND GROUP EXPLANATION OF EDUCATIONAL
                  ASSUMPTIONS AMONG PROFESSORS AND INTERNATIONAL
                  STUDENTS

Major Field: Higher Education Administration

Personal Data: Born in Enid, Oklahoma

Education:

>   Completed the requirements for the Doctor of Education in Higher Education
>   Administration, Oklahoma State University, Stillwater, Oklahoma in May,
>   2008.
>
>   Completed the requirements for the Master of Art in Cultural Anthropology,
>   Wichita State University, Wichita, Kansas in May, 1999.
>
>   Completed the requirements for the Bachelor of Art in History, Wichita State
>   University, Wichita, Kansas in May, 1996. Completed the requirements for the
>   Teaching Certificate in Comprehensive Social Sciences, Wichita State
>   University, Wichita, Kansas in May, 1996.
>
>   Graduated from Wichita High North, Wichita, Kansas.