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ARE WE GLOBALIZED? TRANSFORMATIVE EDUCATION AND  
INTERNATIONALIZATION WITHIN NASPAA PROGRAMS

by

Li Cheng

A dissertation submitted to the Graduate College  
in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy  
School of Public Affairs and Administration  
Western Michigan University  
April 2019

Doctoral Committee:

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Susan Hoffmann, Ph.D.

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## ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to all those who have provided me the possibility to complete this project and my doctoral studies.

First, I would like to give special gratitude to my committee chair, Dr. Matthew S. Mingus. His great knowledge in promoting global perspectives in public service education has inspired this study. I might never have completed this research without his stimulating suggestions and encouragement. As a great doctoral advisor and mentor, Dr. Mingus has not only guided me through my doctoral studies but has also shed light on my career path and personal growth.

I would also like to acknowledge with much appreciation the essential role of my committee members, Dr. Susan Hoffmann and Dean Ming Li. As excellent political science faculty, as well as a fantastic writer, Dr. Hoffmann provided professional recommendations regarding the content and the flow of this paper. As an expert in international education and curriculum internationalization, Dean Li offered insightful knowledge of international education and research methods that helped to shape this paper.

To my friends at NASPAA, Ms. Crystal Calarusse, Ms. Heather Hamilton, and Ms. Stacy Drudy, thank you for helping me with this project. Thank you, Crystal, for giving me a chance to learn more about NASPAA's accreditation. Thank you, Heather, for helping me figure out many variables of public service program design. Thank you, Stacy, for providing necessary NASPAA data to me, as well as for distributing survey links for my study. Thank you, NASPAA program

### Acknowledgements—Continued

representatives, for forwarding student survey links and responding to my phone interview invitation. I never would have completed the data collection for my research without your help.

To my colleagues in the Institute for Educational Leadership, thank you for offering me an excellent opportunity to work on American education policy and to better the system to provide quality education to everyone. Thank you for allowing me the time to complete my dissertation research, recognizing the importance of my study, and rooting for me along the way.

Lastly, my most profound appreciation goes to my family. My mother, Feixue Li, has always encouraged me when I have felt upset and lost along my doctoral journey. She carries many pressures for me. My father, Yuanjun Cheng, grows grey hairs for me. As an international student, I never would have completed my doctoral studies without my family's understanding and support. My final appreciation goes to my grandpa who cannot receive it in person. His passing was too soon, and I did not even have a chance to say goodbye. I hope he feels my gratitude and love.

I am writing this acknowledgment in tears because I truly appreciate each person who has given me support, expertise, understanding, and love along my way.

Li Cheng

# ARE WE GLOBALIZED? TRANSFORMATIVE EDUCATION AND INTERNATIONALIZATION WITHIN NASPAA PROGRAMS

Li Cheng, Ph.D.

Western Michigan University, 2019

In a globalized world, curriculum internationalization is gradually becoming important to higher education institutions. The importance of teaching and learning with a global perspective has been addressed in public service education. In particular, the purpose of having a global perspective in public service education is to broaden the knowledge, open the mind, and guide the future actions of public service students. Transformative learning theory has been developed over the past three decades to study the transformation of people's perspectives and actions through learning experiences. The primary goal of this study is to understand the efforts that American public service programs are making to involve international perspectives in their education and to consider these efforts through the transformative learning framework. The secondary goal of this study is to develop suggestions on what public service programs can do to prepare their graduates in today's globalized public service field.

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# **CHAPTER 1**

## **INTRODUCTION**

We are living in a globalized world. The advancement of connection, integration, and interdependence among economies, peoples, cultures, and countries exhibits the trend of globalization (Jreisat, 2012). People in the United States can easily get goods and services that are produced worldwide. For example, clothes sold in the United States are often made in China, India, the Philippines, and Vietnam. Cellphones and auto parts sold in the United States are made or assembled in other countries as well. Achievements in transportation and information and communication technology in the 21st century advance the connections domestically and connect people and cultures globally. Fred Riggs (1994) described these times as living in an emerging global village formed by global forces.

The narrow definition of global force refers to the development of economics and information and communication technology (ICT). Regarding the economic factors, free trade, banking, investment, labor, and transfer of capital are globalized. Western companies outsource work to Asian and African countries because the cost of labor is low. The flow of immigrants diversifies the workforces (Hewins-Maroney & Williams, 2013). The development of ICT, as another global force, changes people's ways of living. People can obtain products produced in other countries through online shopping. Telecommunications, the internet, e-mail, web pages, and video conferencing change the flow of information that enhances global communication and interconnection. Moreover, job recruiters prefer candidates who have international experiences, while meeting the other qualifications (Turos & Strange, 2018).

The broad view of globalization recognizes that it is not only reflected in economics and technology, but also in other emerging social issues. Contemporary issues of human rights, education, national security, ethical conflict, and natural environment tend to need more national and regional cooperation than before (Jreisat, 2012). In the field of public service, domestic issues, such as the management of immigration and government contracts, also need cooperation across national and regional boundaries (Hou, Ni, Poocharoen, Yang, & Zhao, 2011). The utilization of e-governance demonstrates that information and communication technology adds to the effectiveness and efficiency of public and private management but expands the threats to citizens' privacy. Moreover, the establishment of international and regional organizations, such as the United Nations (UN) and the European Union (EU), is an effect of globalization and these organizations, in turn, enhance globalization.

To govern international and regional organizations requires administrators and policymakers to have the knowledge of good global governance that transcends regional and national boundaries (Stone & Ladi, 2015). Contemporary issues, such as epidemic diseases, anti-terrorism wars, environmental protection, sustainable development, and economic crises, cannot be handled without international knowledge and cooperation. Even public problems within individual countries, such as the delivery of public services and goods, may gradually become regional and international issues due to privatization and contracting out. To define good governance, one needs to understand the regime, culture, and institutional context, focus on relevant phenomena, and be aware of normative values and their implications (Perry, 2016).

Minnowbrook III scholars also discuss the need for a global perspective in the field of public service (Hou et al., 2011). They suggest advancing a global perspective in public service education. The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) has

been ensuring excellence in the field of public service education and promoting the ideals of public service since 1970. This U.S.-based organization began to have non-U.S. members in 2004. In 2013, NASPAA changed its name and had its first non-U.S. accredited program. This shift reflects a growing acknowledgment that the field of public service is a global endeavor, yet little research exists to test the extent to which NASPAA public service programs are preparing their graduates for this increasingly globalized endeavor.

### **Statement of the Problem**

A lack of research does not mean that there is not a problem. On the contrary, differences and diversity always exist and gradually reveal their importance in the field of public service. Decision-making and the delivery of public goods and services are being modified by global forces. Widespread privatization and contracting out requires cooperation across sectoral and often national boundaries, which demands a global perspective in policy making and implementation (Hou et al., 2011). Even the recognition of democracy has broadened, national elections and a constitution are not sufficient to categorize a country as democratic when it fails to recognize the demands of minorities, practices racism, and disregards international laws (Jreisat, 2002). Similarly, Chandler (2014) argued that without a comparison to other countries, public administrators or policy makers cannot perceive whether the institutions they are familiar with are efficient, democratic, or ethically sound. Accordingly, to define good governance in the era of globalization, one needs to have a global perspective. However, the parochialism of Western public service is in the way of promoting a global perspective.

Parochialism is a major subjective limit in the advancement of global perspectives. Isolationism or parochialism of public administration in the United States is rooted in the political culture and the development trajectory of the Western-centric public administration. The

fundamental theories of Western public administration, such as constitutional separation of powers, politics-administration dichotomy, bureaucratic administrative theory, and scientific management are founded and developed in Western countries (Klingner, 2015).

As long as the nation-state is the major actor, parochialism will continue to influence public administration. However, the role reassessment of government in contemporary society weakens the power of parochialism. International and regional initiatives, cooperation between public and private sectors, and local self-determination within its capacity are all challenging the parochial nature of American public administration (García-Zamor & Khator, 1994). Western-centric theories cannot be directly applied to transitional nations or nondemocratic states in Asia, South America, and Africa. However, these countries can learn from Western capitalism and public administration/policy while they are developing. Also, public administration and policy in America and Europe can learn from the innovations of other countries to reassess and broaden their theories and practices (Hou et al., 2011).

Students in public administration and affairs usually focus on domestic issues to get a job in the United States. Scholars tend to concentrate on national public service problems because of the dominant position of the Western-centric theories and practices. However, the rising demands of public utilities and the growing challenges of contracting out are penetrating policy and management at the local level. One should not be isolated from these growing problems brought on by global forces.

This parochialism of the public services in the United States is gradually evolving with globalism in recent years. The concept of a global citizen becomes popular, since people have increasingly become interdependent. Public problems become complex, and the rapid changes of information and knowledge challenge the parochial nature of American public administration.

The third Minnowbrook Conference, which consists of young scholars of public services in the United States, suggested researching and teaching with a global perspective in 2008 (Hou et al., 2011). This conference of students promoted cross-country and cross-cultural studies. Students and scholars in the field need to learn the skills as lifetime learners to overcome the barriers set up by parochialism (Davies, Greenwood, Robins, & Walkley, 1998). Most recently, schools and universities addressed the issues of globalization and the changes of education by internationalizing the curriculum and extending students' learning experiences (Jones, 2015). For example, Rubaii, Appe, and Stamp (2015) studied the study abroad opportunities provided by NASPAA member programs and their potential in adding to the understanding of global experiences. They recommended that both students and faculties incorporate a global perspective to enhance their cultural competencies. Also, they argued that a standard-based expectation for the assessment of curriculum internationalization should be considered. To set a reasonable standard, one needs to understand to what extent and in what ways public service programs incorporate a global perspective in teaching and learning. Therefore, more studies of public service programs regarding curriculum internationalization are essential.

### **Purpose of the Study**

There is a rising awareness that having global competence is crucial for living and working in a diverse and multicultural society. The number of universities and programs working on internationalizing their curriculum is increasing, which indicates the growing awareness of engaging global perspectives into education. Despite the subjects, institutions in Western countries are beginning to pay more attention to the international dimension of higher education.

For example, in 2000, the Center for International Studies at Huron University College in Canada launched several educational modules focused on case studies outside of Canada, such as



international development studies, international and comparative studies, and international cultural studies (Vainio-Mattila, 2009). In 2007, the United Kingdom (UK) government and Higher Education Academy (HEA) started to promote internationalization of the curriculum to diversify students' learning experiences in schools (Roed, 2007). The American Council on Education (ACE) has a Center for Internationalization and Global Engagement (CIGE) working on advancing internationalization programs that broaden the global experience for students, faculty, and staff. Western countries encourage these initiatives to prepare graduates to be informed and responsible citizens who can work and live in a global and culturally diverse environment.

Several factors influence the internationalization of higher educational institutions. The major ones are the competition of the talent, the growing influence of schools' rankings, the increase of the number of international students, the demands of the accreditation process, and the rising demand of employers for graduates with global perspectives. Moreover, students become more interested in gaining international experiences because more and more people realize that global competence is essential for living and working in a multicultural society (Leask, 2015).

NASPAA is an international non-profit organization, which accredits 188 American public service graduate programs and nine international programs in 2017. As an international accrediting body in the field of public service education, NASPAA encourages programs to incorporate issues of diversity and internationalization into their program design. Historically, students who are interested in development and comparative studies pursue an international learning experience. International joint programs are also a particular way of having an international learning experience. Scholars would like to travel to different regions and countries

to pursue their studies (Jones, 2015). More recently, in addition to traditional study abroad programs and international student enrollment, institutional commitments on internationalizing the curriculum, research, faculty development, and cooperation with other higher education institutions have been encouraged. This study has discovered the efforts that NASPAA programs are making to prepare their graduates for a globalized world. In addition to program design, teaching and learning experiences of faculties and students were examined as well.

### **Significance of the Study**

Public service scholars have suggested including the global perspective in the higher education of the field. However, the empirical research on how to internationalize the curriculum and its influence on preparing graduates in the field of public administration and policy is not sufficient. As an international accreditation institution in public service, NASPAA devotes itself to advance the education and training quality in this field. Therefore, the programs accredited by NASPAA represent the high standard and quality in public service education. This study could be used as an evaluation of NASPAA's accredited programs' efforts on advancing the global perspectives. In addition, it can serve as evidence for public services programs when they prepare their strategic plan for internationalizing curriculum in the future.

### **Theoretical Frameworks**

According to Kerlinger (1979), a theory presents a systematic view of phenomena through demonstrating the relationships among several variables. The development of a theory is based on many studies and tests. A thoroughly developed framework could be used in predictions. In quantitative research, the questions and hypotheses are usually designed according to theories that the researcher plans to test in certain circumstances. Four theoretical

frameworks have been applied to this study. Comparative public administration, policy transfer theory, representative bureaucracy theory, and transformative learning theory are all used to seek to understand variables of curriculum internationalization. Also, previous empirical studies on curriculum internationalization are discussed in the literature review, which provide approaches and factors of programs' internationalization efforts.

Comparative public administration (CPA) focuses on comparing administrative institutions, processes, and behaviors in various organizations, nations, and regions, which helps in broadening the knowledge of public administration and analyzing non-Western administrative theories and cases. Comparative public administration cannot be comprehensively understood without recognizing the administrative context.

Policy transfer theory was developed based on a comparative perspective. This theory uses successful policies in one place or time to develop policies in a different place or time. Therefore, understanding the contexts of both policy origin and destination is crucial to a successful transfer. This study applied the CPA and policy transfer theory to the understanding of the endeavors that programs are making to foster students' policy or administrative practices preferences in a changing world.

The relationship between the representativeness of faculty's and students' academic performances can be understood through the representative bureaucracy. The representative bureaucracy theory describes the ways in which bureaucrats tend to make decisions/policies based on the preference of the people who share their same demographics. The theory has been tested and examined in the educational context and shows that the representativeness of the instructor has an impact on students' academic performance. This study uses this theory to

understand the relationship between faculty's representativeness of the international factors and students' comprehension of global perspectives.

Higher education institutions promote internationalization to broaden students' knowledge, open their minds, and adjust their perspectives to better fit the changing world. Transformative learning theory can be used to examine the effectiveness of the efforts that the programs are making to advance students' learning experiences. It defines the possible procedures and required factors in forming a transformative learning. This study applied transformative learning theory to the evaluation of the efforts that NASPAA programs are making in preparing their graduates.

Curriculum internationalization is not a theory, but it defines variables that could be used to evaluate programs' efforts to prepare students in a globalized world through empirical research, which is appropriate when examining public service programs according to the purpose of this study. The major efforts to internationalize curriculum include the enrollment of international students, the recruitment of faculty with international knowledge backgrounds, the incorporation of global perspectives into course design, and the introduction of study abroad programs. This study applied the experiences and findings of curriculum internationalization in the previous studies to the current examination of the NASPAA programs.

### **Research Methods**

This study is designed to discover the efforts that NASPAA member programs make to prepare their graduates for a globalized world and the effects on students' learning experiences on developing global perspectives. Ten questions were created to examine program design, faculty initiatives, student learning experiences, and challenges to internationalizing curriculum.

This study used a sequential mixed-methods approach. The data collection was conducted in a three-phase approach. Phase I included the gathering and analysis of secondary data from the NASPAA data center. For Phase II, a survey instrument was used to collect students' learning experiences and perspectives regarding curriculum internationalization. Phase I and Phase II were conducted simultaneously. Interviews with program representatives and faculties about their teaching experiences and challenges to curriculum internationalization were then carried out in Phase III.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **Introduction**

This study is grounded upon four theoretical frameworks: comparative public administration, policy transfer theory, representative bureaucracy, and transformative learning theory. Existing literature on these four theories will be examined in order to have a solid understanding of their previous implications on public administration education.

In each section of the theory, the importance of the theory to American public service education will be addressed first, followed by the analysis of previous research and a description of variables that could be used in this study. Then the potential research questions will be addressed at the end of the review of each theory or practice.

In addition to literature on these four theories, previous practices of curriculum internationalization within higher education systems will be examined to clarify the efforts that programs can make to advance students' international learning experiences. Moreover, the review of previous studies and practices helps to develop the research questions of this study.

#### **Comparative Public Administration**

Comparative Public Administration (CPA) research gradually attracted scholars' attention after World War II. There are two tendencies of the CPA. One is to attempt to broaden the knowledge of public administration that transcends national and regional boundaries. Another is to study particular cases that are not consistent with what we have already known (Pierre, 1995), especially within institutions and administrative cases in non-Western countries. A comparative approach has been used in various dimensions of public administration after the

1990s, such as in public administration education, emerging public service issues, and bureaucracy. For instance, scholars have compared Western public administration education to Non-Western public service training and explored global trends in public administration education and training (Davies et al., 1998). Case studies of public service problems in different countries have addressed emerging public administration issues in the new world order (Garcia-Zamor & Khator, 1994). Rising public administration challenges, such as the efficiency of administration, privatization and contracting out, and transnational bureaucracy affect Western countries, as well as the developing countries of the Third World. Studies of bureaucracy in nations and regions across the world have addressed various public administration demands and perspectives (Pierre, 1995).

According to Jreisat (2012), CPA “is the study of administrative institutions, processes, and behaviors across organizational, national, and cultural boundaries” (p. 33). Similarities and differences of public administration, as well as successful practices and administrative patterns, are identified through comparisons. Jreisat (2012) claimed that external factors also influence the development of public administration. In addition to factors of the context of public administration, social values, legal norms, politics, international-global accords, culture, and economy affect the management action and behavior. Globalization also enriches CPA with growing global demands. This is in agreement with Riggs (1989) who argued that public administration could not overlook the influences of globalization when we are living in a connected and interdependent world.

CPA research can also expand the understanding of governance in different countries, meet an increasing demand for effective administrative tools, strategies, and processes in the era of globalization, and help scholars and practitioners to recognize more options and alternatives to

deal with the emerging issues (Fitzpatrick et al., 2011). The most important legacy of CPA is its intensive endeavor to broaden administrative capacity and improve public management (Jreisat, 2012). However, the development of CPA in the United States has experienced challenges and received critiques.

Warren Ilchman (1971) pointed out two major disappointments produced by the Comparative Administration Group, the leading group for the comparative administration movement in the 1960s. The first disappointment is doubt of the usefulness of the findings through comparative analysis in different contexts. Fred Riggs claimed that the administrative thoughts in the West had been found wanting as a basis of understanding administrative problems in Asian countries (as cited in Ilchman, 1971). In other words, American public administration cannot be applied to transitional and non-democratic countries directly. Adding to the lack of context, the United Nations Development Programme (UNDP) and World Bank have set up core indicators of good governance. These indicators assume that “good governance” is more or less the same everywhere (Pollitt, 2010), which is the limitation of the evaluation of the governance in different contexts. Fitzpatrick et al. (2011) found that only one-third of 151 CPA articles published from 2000 to 2009 addressed culture as a significant variable. Lack of understanding of cultural norms, values, and traditions might result in misinterpretations of findings.

The second disappointment is the lack of empirical evidence of the comparative analysis. The research of CPA was a study of theories, theories of theories, and analysis of others’ theories. Many studies lack empirical data or quantification. Moreover, scholars discuss the difficulty in collecting data across countries and that this methodological shortcoming is still going on between the normative and the empirical research. According to the review of



Fitzpatrick et al. (2011), CPA in the United States did not study the countries from Africa and South America very often, which is reflected in the methodological shortcoming in sampling and data collection.

In sum, to conduct a comparative public administration analysis, one needs to understand the context first. Otherwise, it will lead to misunderstandings or failures in decision-making. How well do the faculties and instructors understand different contexts? How can students in public service programs access the knowledge of various cultural norms and values? Also, appropriate methods of learning from various contexts are necessary. Instead of reading textbooks, public service students need to be able to access the empirical data and research (Hou et al., 2011). To what extent and in what ways do programs provide these opportunities for students to learn from and in different contexts?

### **Policy Transfer in a Globalized World**

Unlike public administration, public policy education is more open to international perspectives. Globalization influences the development of policy. Policymakers have more opportunities to get to know the policies made in different places and times. They can draw lessons from others' successful experiences and transfer the policies to fit their context. Policy transfer theory is developed based on comparative analysis, and on studies that cover when and how policy transfer happens. Policy transfer theory also addresses that the familiarity with policy alternatives is critical to policymakers when they make policy decisions. To have more qualified strategic options, policymakers might need to familiarize themselves with more effective policies and programs. Familiarity could be increased through the learning process.

Emerging public issues, advanced information and communication technology, and economic integration play critical roles in pushing policy learning and transfer. However, the

policy or program alternatives are limited. As Frederickson, Smith, Larimer, and Licari (2012) pointed out, purely rational decision-making is “an artifact of analysts’ assumption” (p. 171). Decision-making is a process of bounded rationality that is limited by cognitive capacity, incomplete information, and unclear linkages between decisions and outcomes. According to the theories of decision-making, the availability of options will bias the process of policy learning and transfer. To minimize these challenges, policymakers prefer policy from countries or regions similar to theirs, or transfer policy with which they are familiar (Elkins & Simmons, 2005), which limits their alternatives.

Familiarity could influence decision-making in two ways. On one hand, a familiar option would be the safe choice but would not necessarily be the best one. Incremental adjustments to existing policy or programs would work well for continuing the program and maintaining stability. However, the creation of a new program or a significant change to a policy might require policymakers to search for more options. On the other hand, the preference of the policy or program could be altered by increasing policymakers’ familiarity with other choices (Elkins & Simmons, 2005). Decision makers and public administrators may need to become more familiar with the policy or program options to make better decisions. Also, a successful plan or program in one place or time could fail in other locations or times. Therefore, when studying a policy or program, people should pay more attention to its context (Pollitt, 2003).

The concept of policy transfer “emerged gradually” from the literature of comparative politics (Dolowitz & Marsh, 1996, p. 344). Before the 1940s, comparative studies mainly centered on the formal institutions of the government. During the 1940s, the focus shifted to the interaction between civil society and the state. Comparative policy analysis became popular during the 1960s (Dolowitz & Marsh, 1996).

Policy transfer is the process of using policies that have been developed in one place and time to establish policies in another place and/or time. Regarding the term “place,” cross-national policy transfer is one of the primary focuses of the previous studies. For example, Wolman (1992) examined the policy transfer between Britain and the United States; he addressed the relationship between the policy-making process and policy transfer. He found out that program structure was the focus of the transfer. Even though the policy borrowers were interested in the general policy ideas, they had to decide what to learn based on their situations. In addition to the term “place,” Dussauge-Laguna (2012) addressed questions of “time” in the field of policy transfer. He demonstrated that cross-national policy transfer needed to consider time to broaden the understanding of the context. His arguments include that effective policy might be the legacy of the past. The evaluation of policy takes time, certain policies may only be effective in a given period, and the modern tools of making and implementing policy are changing due to advanced information technology and communication.

Richard Rose (1991) argued that policymakers would search for effective programs in other places or times when they were not satisfied with the status quo. Normally, there has been a trickle-down effect in which local level programs prefer to learn from national ones, and national level programs are more likely to be discussed in the international environment. However, since society is more globally connected nowadays, even local-level issues could reap lessons from international counterparts. For example, Jacobs (2003) compared Detroit in the United States and Nagoya in Japan to explore the relationship between national embeddedness and urban development. He searched for urban development through comparison across the countries.

In a globalized world, policy transfer happens in both voluntary and coercive ways. Voluntary policy transfer usually happens when policy-making actors are dissatisfied with the status quo. Policy failure is a typical cause of the dissatisfaction. However, policy failure cannot be easily evaluated, and it is based on policymakers' perceptions (Dolowitz & Marsh, 1996). Therefore, policymakers need to understand the program and its environment to make a thorough judgment. In addition to the perceptions of their policies or programs, the evaluation of foreign lessons is also necessary to the policy importer. Through examining the process of Canada's use of the United States' Freedom of Information Act (FOIA) in policy making, Bennett (1991) found that policymakers have to consider the nature, timing, and origins of the foreign evidence before learning from it. Therefore, knowledge about different settings has become necessary (Pollitt, 2003).

Unlike voluntary transfer, coercive transfer is a process in which one government forces another to adopt a policy. Coercive transfer happens in both direct and indirect approaches. Direct coercive transfer occurs when the adoption of a policy is involuntary. International organizations often force their member countries to adopt programs and policies. For example, the International Monetary Fund (IMF) and the World Bank provide financial help to developing countries. To receive funding, developing countries have to adopt certain economic policies promoted by the IMF and the World Bank (Dolowitz & Marsh, 1996).

However, indirect coercive transfer can happen under three major circumstances. First, emerging global issues make countries more interdependent than before. The individual country develops common regulations to collaborate with others to solve common problems. For example, Australia and Indonesia have been cooperating with each other on asylum policy since the 1990s. Nethery and Gordyn (2014) found that Australia provided financial and diplomatic

incentives to Indonesia to encourage the Indonesian government to be consistent with the policies. Second, international economic integration results in convergence in policies. Dolowitz and Marsh (1996) argued that interdependent countries tend to adopt similar policies to promote economic integration. Third, the development of information and communication technologies (ICT) pushes the government to adopt policies to meet the requirements of good governance. Maguire and King (2013) examined the transfer of the use of advanced criminal investigative methods from developed to developing nations. Based on their analysis, they argued that the adoption of advanced technology requires the innovation of policies, power structures, culture, and norms.

Also, political actors' perception of their country falling behind its neighbors or competitors indirectly stimulates policy transfer. Bennett (1991) pointed out that the fears of falling behind on a critical public issue could lead to policy transfer. By analyzing how American environmental regulatory policy influenced Canadian domestic public policy, Hoberg (1991) demonstrated that Canadian policymakers' perception of falling behind the United States in environmental regulatory policies resulted in policy transfer. Electronic governance (e-governance) means that governments use technology to deliver public services and provide effective governance. Chen and Hsieh (2009) compared Taiwan and the United States on their uses of e-governance. They found that the Taiwanese government could pursue its e-governance by adopting several U.S. initiatives, such as enacting laws similar to the American E-Governance Act of 2002. In the meantime, the American government can learn from Taiwan's efforts to make e-governance affordable and accessible. In this case, the developed nation can also learn from other developed or developing countries.

In the field of public service education, being able to analyze contemporary issues with a global perspective is an important competency. Students need to broaden their mindset through acknowledging various cases, policies, decisions, and practices in different times and places. Are the NASPAA programs providing opportunities for their students to learn the same issues across periods, nations, and regions? And, if so, are students interested in learning about policies in different contexts?

### **Representative Bureaucracy**

Donald Kingsley first discussed the concept of representative bureaucracy in 1944 in his work on representation in the British civil service. Representative bureaucracy emphasizes that the representation of the social classes is vital to modern democracy. Kingsley suggested that bureaucracy needed to mirror the social order. Mosher (1982) further examined representative bureaucracy by pointing out active and passive representation. Active representation happens when bureaucrats advocate public policies that affect the populations and communities that they serve. Passive representation means that bureaucrats share the same demographic characteristics of the population or communities they serve. Passive representation results in active representation when the bureaucrats have sufficient discretion and the issues are relevant to their demographic characteristics (Meier, 1993).

Regarding demographic characteristics, contemporary studies of representative bureaucracy primarily focus on the effects of race and gender representation. For example, Meier (1993) examined the influence of Latino teachers on the performance of Latino students. Theobald and Haider-Markel (2008) found that the existence of African-American police officers was more likely to increase African Americans' confidence in the law enforcement department. They reached these conclusions by analyzing the individual-level data from a

national police-citizen contact survey. They also discovered that Whites recognized the legitimacy of law enforcement actions when White officers conducted them. A Gallup report published in 2015 indicated that African-American students felt more supported and engaged in schoolwork when they attended historically black colleges and universities (Seymour & Ray, 2015). Regarding the representation of gender, Meier and Nicholson-Crotty (2006) analyzed eight years of data from 60 of the largest metropolitan counties in the United States and found that female victims of sex crimes were more willing to report to female police officers. Also, the presence of women bureaucrats in child support agencies positively affects female clients of these organizations (Wilkins & Keiser, 2006).

In addition to race and gender, other characteristics, such as social class, age, religion, and education level are mentioned in previous studies. When Kingsley (1944) introduced the theory of representation of bureaucracy, he focused on the representation of social class in the British civil service. Meier (1975) focused on American public service by examining representativeness regarding age, education, income, social class, regions of birth, and father's occupation. The number of representativeness studies on race and gender is larger than the number of studies of representation of other characteristics, partly because of the underrepresentation of minorities and women in middle and higher levels of public service in the United States (Selden, 1997). However, the focus of study has gradually shifted from biracial to multi-racial issues due to the increased ethnic diversity in America's labor force (Clark, Ochs, & Frazier, 2013). Also, globalization broadens the definition of diversity to include individuals from different nations and regions. Public administrators are dealing with more diverse groups of clients than ever before. To provide good governance under the circumstances of globalization, scholars suggest public officials and administrators take a global perspective. Teaching with a

global perspective in a public service program is critical. Nevertheless, as street-level bureaucrats, teachers' representation of international or global traits and their influence on students have not been studied in the field of representative bureaucracy.

Educational institutions are the ideal places in which to examine the theory of representative bureaucracy and its impact. One reason for this is because the school is the public institution with professionals who have sufficient discretion. Another is that the school systems generate sufficient data, such as students' performance and grades, which can be used to assess the representation of street-level bureaucrats (Meier, Wrinkle, & Polinard, 1999). Meier used the data from 12 school districts in Florida to examine the active representation of Latino teachers and administrators to Latino students. Meier (1993) found that access to Latino teachers was more likely to lead to the positive performance of Latino students, which demonstrates that the representation of a teacher affects students' learning experiences and performance. Teacher's representation in international elements may have some impact on preparing students with global perspectives. Based on representative bureaucracy theory, this study examined how instructors' (demographic or academic) representation of international/global perspectives affects students' learning experiences and academic performance.

### **Transformative Learning**

Transformative learning focuses on understanding the shift of an individual's perspective. It is a "deep shift in perspective, leading to more open, more permeable, and a better meaning perspectives" (Taylor & Cranton, 2012, p. 3). Jack Mezirow first introduced the concept in 1978, and Mezirow and his colleagues have elaborated on it since the late 1970s. The approaches to changing perspectives are complicated because any individual, social, organizational, or global change could lead to a profound shift in perspective.



Jack Mezirow's theory of transformative learning was originally based on a comprehensive national study conducted in 1978. This study was designed to explain the phenomenon of the increasing number of women returning to higher education in the United States during the 1970s. Mezirow used grounded theory methodology and conducted comprehensive field studies in 12 community colleges and 24 additional programs. He also collected data through 314 email inquiries. The findings addressed a pattern of the learning process that could be categorized as transformative approaches, which included self-examination, recognition of discontent, exploration for new actions, and seven other phases (Mezirow, 2009).

Transformative learning is a learning process that “transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change” (Mezirow, 2009, p. 22). On the one hand, this definition explains that transformative learning helps people to frame a new interpretation of their experiences to guide their future actions. In other words, transformative learning influences an individual's rationality in making judgments and decisions. On the other hand, the definition addresses that people will learn by assessing the world and the self. People will act upon what they have learned through their assessment.

In the field of education, transformative learning does not focus on what knowledge students can use on a test, but instead, what students can get out of the learning as a whole. To better understand the complexities of transformative learning, Taylor (2009) summarized its core elements, which include life experience, critical reflection, dialogue, and authentic relationship.

Life experience is the “starting point” of transformative learning (Taylor, 2009, p. 31). Regarding this theory, it is important to compare new perspectives with the past and present

ones. A deeper reflection or dialogue from which to learn relies on greater life experiences. Therefore, experiences that students can bring to the class, or what they can experience in the class, play a primary role in their transformative learning. In a multicultural education course, Ukpokodu (2009) discovered that students might change their perspectives after participating in a series of cultural engagement activities. These activities could include deconstructing the educational system within a specified (social, cultural, or political) context, as well as examining emerging issues of social equity and justice. Moreover, students will form new perspectives about the self, others, and society after reviewing their assumptions, beliefs, values, and knowledge about multiculturalism. Some participants of Ukpokodu's study indicated that, even though they were from communities with a lack of diversity, they have changed their perspectives and have engaged in promoting multiculturalism after participating in the course. One student said, "The most valuable lesson that I have learned from this class is not to make assumptions but to see everyone's perspectives" (p. 7). This response reveals the importance of bringing real experiences to the class. Therefore, to foster transformative learning, bringing international life experiences to the classroom is as important as teaching with global perspectives.

Broader life experiences serve to trigger a deeper reflection and enable a dialogue with oneself and others. Taylor (2009) argued that a critical reflection is the second core element of transformative learning. Previous scholars have recognized three forms of reflection, and Taylor discusses reflections on content, process, and premise. Content reflection is about what people think and how they act. Process reflection defines how the perceptions can be practiced and offers an understanding of why people have certain thoughts and actions. According to Shields (2008), content reflection is knowledge-based, and refers to a skills-based domain, whereas

premise reflection is counted as an attitude-based realm. Barnett (1997) extended these forms of reflections by adding the levels of critical reflection within each domain. These levels range from “critical skills” (the lowest level) to “transformative critique” (the highest level) (Barnett, 1997, p. 64). Nevertheless, Barnett did not rank the importance of the domains of “knowledge,” “self,” and “world.” Unlike Barnett, Liu (2015) believed that there were only two important dimensions of reflection: content and quality, which have similar meanings as content and process reflection. However, Taylor (2009) emphasized premise reflection by defining it as “the basis for critical reflection” (p. 9). In addition, Mezirow (1991) recognized content and the process of problem-solving as a reflection of what people have learned. Premise reflection was a form of critical reflection, even if it was the least common form of reflection.

Liimatainen, Poskiparta, Karhila, and Sjögren (2001) categorized the levels of reflection and used it to assess the reflection levels of 16 student nurses. These categories range from thoughtful action without reflection to critical consciousness. They are nonreflective thoughtful action (level 0), reflectivity (level 1), affective reflectivity (level 2), discriminant reflectivity (level 3), judgement reflectivity (level 4), conceptual reflectivity (level 5), psychic reflectivity (level 6), and theoretical reflectivity (level 7). Particularly, conceptual reflectivity, psychic reflectivity, and theoretical reflectivity were considered as critical reflections since they seek for reasons and consequences of perceptions or actions (Liimatainen et al., 2001, p. 655).

Dialogue is another form of reflection (Taylor, 2009). Shields (2008) distinguished critical reflection and dialogue by defining that critical reflection was an internal process while dialogue was an external practice. In addition to thinking thoroughly about one’s belief system or underlying assumptions, one also needs to validate his or her interpretations through communicating with others. Mezirow (1997) believed that transformative learning happened

when the frame of reference became more inclusive, reflective, and flexible for a possible change. Therefore, critical reflection plays an essential role in transformative learning (Mezirow, 1998). However, he realized that the original transformative process he developed in 1978 focused too much on the internal process. There were critiques on its indifference to the influence of the external factors. One's frame of reference can be adjusted through his or her interactions with different perspectives. Therefore, having various perspectives in the class is necessary to transformative learning if instructors or facilitators in the classroom are able to create an environment in which students can listen, respect, and learn from each other (Mezirow, 1997).

An authentic relationship between instructors and learners plays a role in establishing a constructive environment in which to foster transformative learning. An authentic relationship refers to a trusting, positive, and productive relationship between instructors and students (Taylor, 2009). Learners need to challenge their previous perspectives to transform the new knowledge and to avoid having hard feelings when the comfort zone of their perspectives are challenged (Mälkki, 2010). A trusting relationship makes students more emotionally comfortable in transforming the new insights. Also, an authentic relationship can ease the tension during transformative learning. For instance, to make a justified assessment, one needs to have access to accurate and complete information, openness to alternative perspectives, the ability to assess the argument, awareness of the context of ideas, and eagerness to seek new understanding. However, the information offered by the program is not always complete. Tension exists between what students are eager to learn and what programs are willing to offer (Mandell & Herman, 2009). To deal with this kind of tension, Mandell and Hernan (2009) recognized five principles of the mentoring relationship: understand the tension, form a dialogical relationship between learner

and educator, learn from students, learn for life in the world instead of a test, and collaborate with students in the evaluation. The mentoring relationship recognized by Mandell and Herman (2009) was a form of authentic relationship between instructors and learners.

In sum, to better perform the transformative learning, students and instructors need to work together. Students need to have a dialogue and a reflection with their peers and instructors. Faculties or instructors need to set an appropriate evaluation system to examine students' learning outcomes. Also, the faculty needs to form a trusting relationship with their students. Do the NASPAA programs have a systematic evaluation to examine students' performance of transformative learning? To what extent and in what ways do NASPAA programs build a relationship with their students?

### **Curriculum Internationalization**

In the field of public service education and training, the American Society for Public Administration (ASPA) commits to internationalizing public administration for academics, practitioners, and students (White, 2008). The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) is an accreditation organization for public service education and training. NASPAA has members across the United States and 14 countries. All accredited programs commit to providing distance learning, international exchanges, or similar innovative systems of delivering courses (NASPPA, 2014). Nevertheless, NASPPA does not provide specific criteria of learning, teaching, and assessment of internationalizing curriculum.

The American Political Science Association (APSA) Teaching and Learning Conference (TLC) has tracks of internationalizing the curriculum, which highlight the challenges and opportunities for internationalization in the classroom and discipline. The TLC in 2008 addressed the approach of internationalization as a multi-level endeavor. The student, course,

program, and institution should all be included in the plan. Students' learning experience and their perspectives about globalization are the focus of the student-level approach. At the course level, the primary consideration is what is being taught and how it is being taught. Suggestions derived from the TLC include incorporating new readings, international case studies, and relevant learning and teaching strategies. Integrating international content into the core requirement of the program is the key factor for achieving internationalization at the program level. The effort of internationalization at the institution level is to increase the international awareness of all schools and universities (Bromley & Walker, 2008). The 2011 TLC highlighted that, in addition to the traditional study abroad and international student enrollment, more strategies are needed. Other strategies that have been developed for internationalizing curriculum should include the development of instructors' global capacity, adoption of new readings, acceptance of student-led learning approaches, and utilization of media in the classroom (Hudak, Sachleben, & Ward, 2011).

Studying in an internationalized context makes a difference. Previous studies show that students demonstrate greater knowledge of international issues and perspectives when they have studied on an internationalized campus (Guerin, 2009; Murphy, 2007; Spring, 2004). Students who are interested in pursuing opportunities nationally or internationally understand the necessity of having global perspectives and international experiences. For students who are interested in local opportunities, programs need to increase their awareness of the significance of having comprehensive and multicultural competence in a global community. Moreover, it is important to make students understand the link between international and local issues. In addition to addressing the relevance, universities and programs need to encourage students to be open-minded and to respect, as well as comprehend, different perspectives. Being open-minded

allows the student to be capable of evaluating the accepted practices and adopting better ones. Being open-minded should be a learned skill in school, as well as a life-long learning strategy, since graduates have to deal with so many various circumstances in a global society (Roed, 2007).

Several studies have found that faculty plays a significant role in encouraging students to learn about global perspectives. Grabove (2009) found that the international initiatives of the program, enrollment of international students, and knowledgeable professors are the primary factors that lead to internationalizing the curriculum at the program level, after examining initiatives in an Ontario community college. If the program does not have any of these initiatives, students will graduate without international learning. In addition to the enrollment of the international students, the program and faculty's efforts are also relevant to curriculum internationalization. Schuerholz-Lehr, Caws, Van Gyn, and Preece (2007) found that curriculum reform and faculty development were related to the effectiveness of internationalizing curriculum through a university pilot project. Crosling, Edwards, and Schroder (2008) argued that the faculty's willingness to add international context into the teaching process influences internationalization as well.

In addition to students' understanding and the faculty's efforts, program design and courses offered are also essential to internationalize the curriculum. While including foreign materials in teaching is necessary, the reform of the curriculum in a highly globalized society should also address the importance of world-mindedness. After reviewing the initiatives of curriculum internationalization at a university in Western Canada, Schuerholz-Lehr and her colleagues (2007) found that the program designer should take the issues of diversity and intercultural sensitivity into consideration.

Another important aspect in the internationalization of curriculum is the use of joint programs. Joint programs among international communities can provide opportunities for students to study in an international context. After reviewing the programs between eastern Iowa and Mexico, Florman, Just, Naka, Peterson, and Seaba (2009) concluded that students in the joint program learned more when studying in a different culture. Also, students developed a capacity to consider environmental, healthcare, and educational issues in a global and cross-cultural context. Moreover, they achieved deep personal satisfaction by collaborating with community members to develop practical solutions to global problems.

Some joint programs already in place have lead to greater opportunities worldwide for students. For example, North Dakota State University and Makerere University in Uganda started to offer a joint Master's program of international public health management in 2011. Their program prepares students for careers in international agencies, government, and regional or state health departments. According to Ekiri, Khaita, and Kabasa's case study in 2013, six of fourteen graduates had been admitted to medical school, Ph.D. programs, or had been employed by the U.S. State Department of Health. In addition to having the unique learning experiences and becoming competitive in an academic and career market, students were interested in taking international-related courses (Ekiri et al., 2013).

In addition to the context of internationalizing the curriculum, challenges with the curriculum internationalization in higher education have been noted through previous research. Ekiri and his colleagues (2013) mentioned that the financial requirement is a barrier to some students who are interested in study abroad. To study abroad, students have to prepare travel funds and living expenses for a foreign country. If the program does not provide sufficient funds, many students give up on the opportunity. The financial issue is not only a challenge at a



personal level, but also at the program level. Lacking sufficient grants restrains the development of the program. Also, the university's strategic plan influences the development of the program. In conclusion, the roles of students, faculty, and the administrator, along with the particular purposes of the programs and the effects of the institution, all contribute to internationalizing the curriculum. When these factors are lacking, the success and sustainability of curriculum internationalization is challenged (Qiang, 2003; Van der Wende, 1997; Knight, 1993).

### **Summary of the Literature Review**

Learning with a global perspective is important to public service students in a globalized society. Public service programs need to provide an appropriate environment and various opportunities for understanding the contemporary issues in different contexts. Since World War II, comparative public administration and policy transfer theory have emphasized the importance of including the political system of rising non-Western nations and regions (Heady, 2001). Both of these theories affirm the necessity of understanding through various contexts.

As a major actor in the teaching-learning relationship, the faculty's or instructors' research interests and personal backgrounds may influence the development of students' learning interests. The theory of representative bureaucracy accentuates the critical role of instructors' ethnic diversity and personal perspective in influencing students' learning outcomes. In addition to previous research on the representation of ethnic diversity, the representation of international characteristics should be taken into consideration in the present study of this theory. Empirical studies of internationalizing curriculum can also be used to demonstrate many approaches and factors to promoting internationalization within the sphere of higher education. For example, the university could increase the enrollment of non-U.S. students, including non-Western course materials in class, and provide study abroad opportunities. Given that many higher education

institutions are promoting curriculum internationalization, it is necessary to have a systematic evaluation in place to examine the learning outcomes. Transformative learning is an appropriate approach to explore to what extent students transform what they have learned in class into their system of value.

These theories and previous practices lend background to my study and provide empirical evidence in deciding the research variables. The current research questions and variables are based on previous literature and studies. My research is exploratory given that transformative learning and internationalization within public service education has not been sufficiently studied.

## **CHAPTER 3**

### **METHODOLOGY**

Previous research has established that a global perspective is important to the fields of public administration and public policy. For decades, public administration and policy scholars have suggested incorporating global perspectives into public service education. However, evidence on *how* to internationalize the curriculum, and its influence on preparing graduates in the field of public administration and policy is not sufficient. The purpose of this study is to explore to what extent and in what ways public service programs prepare their graduates with a global perspective. This research primarily focuses on U.S.-based NASPAA member programs, both accredited and non-accredited. It focuses on how programs integrate global context into the program design, faculty and student recruitment, teaching methods and content, and the student learning experience. The challenges to advancing global perspectives in public services education are also addressed in this study, and data were collected through a sequential mixed-methods approach.

#### **Research Questions**

This study analyzes the internationalization of NASPAA member programs to understand the following questions:

1. In what ways do programs promote a global perspective at the program level?
2. To what extent do programs promote a global perspective through the internationalization of curriculum at the program level?
3. What are the learning experiences of students in a program whose curriculum is internationalized?

4. How do students in NASPAA programs value their learning experiences as they pertain to curriculum internationalization?
5. Does curriculum internationalization impact students' preparation for their future careers?
6. Will students consider contemporary public service issues with a global perspective more often when they are frequently exposed to international knowledge?
7. Are public service students more willing to learn with a global perspective when they are exposed to more international contexts and materials?
8. Does curriculum internationalization affect students' learning habits and mindsets?
9. Does demographic or academic international representation of faculty influence students' global cultural competencies?
10. What are the challenges to internationalizing the curriculum of NASPAA programs?

### ***Questions about Program Design***

Questions one and two explore “in what ways and to what extent do programs incorporate a global perspective in program design?” In a study of internationalization in an Ontario community college, Grabove (2009) used the enrollment of the international students and the number of programs dedicated to international, global, and diversity education as the primary internationalization metrics. In addition to the number of the international students and international courses, my study includes other metrics as well, such as program mission statements, performance evaluation, international learning opportunities, and teaching initiatives of promoting global perspectives.

Internationalization of curricula is an important strategy to promote global perspective within teaching and learning. Internationalizing higher education is mainly about integrating

international content and global perspectives into the academic disciplines (Kreber, 2009). In the case study of French management schools, Échevin and Ray (2002) suggested that curriculum internationalization could be achieved through some simple and economic approaches, such as the enrollment of international students, teaching process, and the use of international course materials. Regarding the educational process, through a case study of the Norwegian School of Management, Thune and Welle-Strand (2005) found out that information and communication technologies (ICTs) were used as support tools in the internationalization process.

According to Échevin and Ray (2002) and Thune and Welle-Strand (2005), the internationalization at the program level can be observed through the number of the international students, the teaching process (including course content and delivery), the utilization of international course materials, and the location of the courses offered. However, the strategies and experiences of internationalization vary from program to program. For example, some may have fewer international students than others. Some may incorporate fewer global materials into teaching and learning. Therefore, to understand NASPAA programs' efforts in incorporating the global perspective into program design and faculty instruction, research questions one and two focused on the global perspectives in the program mission statement, course design, required competencies, and student and faculty recruitment.

### ***Questions on International Representation of Faculty***

Research questions one, two, and nine explore the faculty's initiatives in promoting global perspectives in teaching and advising. Moreover, research question nine explores the relationship between student global cultural competency and faculty international representation. The question is "Does the (demographically or academically) international representation of faculties influence students' global cultural competencies?" The theory of representative

bureaucracy shows that passive and active representations have an impact on public service outcomes. Previous studies at schools found that the representation of faculty influenced the performance of students who shared traits with their faculty. As globalization continues, the definition of diversity has broadened. In addition to ethnic diversity, the difference in nationality should also be an aspect of demographical diversity, since individuals from different countries represent various cultures and identifications. American programs in particular could recruit part-time faculty, adjunct professionals, or visiting professors from different nations to enhance their diverse representation of faculty. Since previous studies of representative bureaucracy in the field of education primarily addressed the issues of ethnic diversity, the importance of different nationalities was rarely mentioned. This research question seeks to examine to what extent the (demographically or academically) international representation of faculty influences students' interests and familiarities with global knowledge.

### ***Questions about Student Learning Experiences and Outcomes***

Questions three through five are designed to understand students' learning experiences and perspectives on curriculum internationalization. Joint programs between two international communities is one way to offer opportunities for students for international research and educational and cultural experiences. Jean Florman and her colleagues (2009) suggested that the partnership between two international communities offered students a particular opportunity to provide services in an international setting, gain deep personal satisfaction, and build stable international friendships.

Witesman (2012) echoed Florman and her colleagues' argument that students in community-driven settings feel a sense of ownership and believe that their work is valuable to the society in which they live. Moreover, he addressed the importance of the learning context,

while the study by Florman and colleagues addressed the unique experiences that students could have in an international context or an environment in which they could be exposed to the global context.

In addition to the importance of international context and student learning experiences, previous research has also explored student learning interests. The study of the joint program between North Dakota State University and Makerere University in Uganda demonstrated that students became more interested in taking international-related courses as a result of studying in a different context (Ekiri et al., 2013). In addition to the development of a study interest, a systematic evaluation could be applied to the student learning outcomes in order to highlight the effect of in-context learning. Research on the state of study abroad opportunities within NASPAA member programs recommended enhancing the assessment of the students' global cultural competency (Rubaii et al., 2015). Student reflections could add valuable insight to the overall program evaluation. Therefore, research questions three through five are used to study the students' perspectives on internationalizing curriculum.

Questions six through eight are designed to examine learning outcomes. Question six is "Will students consider the contemporary public service issues with a global perspective more often when they are exposed to international knowledge frequently?" Given that a programs' efforts to advance internationalization and students' learning experiences had been examined through questions one to five, question six focuses on the relationship between them. The policy transfer theory addresses when and how the transfer happens and the importance of the context. Policies and programs that are well-managed in one place or time may fail in a different location or time. Also, familiarity plays a critical role in the process of policy transfer. To have more policy alternatives, decision makers have to widen and deepen their comprehension of successful

policies and programs across countries and the contexts in which these policies succeed. This research question seeks to understand whether the familiarities of the global cultural competencies could lead to thoughts on a global perspective when students are comprehending contemporary public service issues.

Question seven is “Are public service students more willing to learn with a global perspective when they are exposed to more international context and materials?” Through the study of the comparison between two public administration experiential learning pedagogies, the faculty research-driven, and community-driven experiential learning, Witesman (2012) found that the program format significantly affects students’ learning experiences. Students felt that their projects completed in a community-driven condition were more valuable than those completed with a faculty-based research approach. The findings of Witesman’s research addressed the importance of learning conditions. The public service program in his study enrolled both full-time and part-time students. The full-time students, especially those who had not been in service before entering the program, were often more idea-driven than part-time students. Part-time, or in-service, students may enter the program to get a degree for promotion and, therefore, have different goals than a full-time student. Their focuses often concentrate primarily on the contemporary issues with which they are dealing. Accepting a new perspective, especially an international perspective, would be less attractive to in-service students than full-time students. This research question examined the opinions of full-time and part-time students regarding learning with a global perspective to understand their learning interests.

Research question eight is “Does the curriculum internationalization affect students’ learning habits and mindset?” Transformative learning is the process of being gradually more aware that our assumptions and prejudices constrain our understanding of the world, adjusting



our learning habits to a more inclusive and critical mind, and then, making decisions based upon these new perspectives (Mezirow, 1991). Kahane (2009) argued that the internationalization should teach students how to grow a sense of global citizenship and become open-minded. The examination of students' learning habits and mindset is based on the student's self-evaluation. Since this study did not collect historical data, there is no control group to understand whether or not there has been a change over time. Survey questions were designed for this research question and asked students to reflect and rate their learning experiences with curriculum internationalization.

### ***Question about Challenges to Internationalizing Curriculum***

The last research question is "What are the challenges to internationalizing the curriculum of NASPAA programs?" Challenges to curriculum internationalization in higher education have been noted throughout previous research. In addition to the financial requirement, the time consumption for the study abroad program can also influence a student's decision. For the programs that are not operated in an English-speaking country, language is a barrier that often prevents students from learning efficiently (Rubaii et al., 2015). In addition to what and where the education is offered, Qiang (2003), Van der Wende (1997), and Knight (1993) argued that the purpose of the programs and the roles of the students, faculty, administrator, and the institution all contribute to internationalizing the curriculum. The lack of these factors challenges the success and sustainability of curriculum internationalization.

### **Research Design and Data Sources**

The research for this study used a sequential mixed-methods approach because the research attempts to gain the understanding of program efforts and students' learning experiences

related to curriculum internationalization within public service education. The three-phase approach included: (1) analysis of secondary data related to program design, (2) analysis of a survey to students regarding their learning experience, and (3) analysis of follow-up semi-structured interviews with program representatives conducted via phone or video-chat software, such as Skype and FaceTime. Phase I and Phase II were carried out simultaneously from October of 2017 to January of 2018. The survey designed for students was sent out in October of 2017. The survey reminders were sent out in November of 2017 and January of 2018, respectively. Phase III was carried out from February to April of 2018 based on the appointments with individual program representatives.

Regarding the analysis of secondary data from the NASPAA data center, the sample of the population involves the accredited programs and programs seeking accreditation. These programs documented relatively complete data with NASPAA. There were 188 NASPAA accredited U.S.-based programs as of July 2017. The target population for the survey were students who were enrolled in NASPAA member programs in the United States in 2017 and 2018. Two hundred and seventy-nine American institutions have an active full membership with NASPAA. At the time of this study, there were about 25,000 students enrolled in NASPAA programs.

The follow-up phone interview invitation was emailed to program representatives along with the survey invitation letter. This three-phase process covered the data of program design, students' opinions and experiences, and faculty's or instructors' perspectives about curriculum internationalization. This design ensured that we would collect sufficient data for cross-program analysis, as well as address the diverse perspectives of different programs.

## **Data Collection Instruments and Procedures**

Phase I was designed to analyze the program mission, course design, required competencies, faculty/student recruitment within NASPAA accredited programs, and programs seeking accreditation. The focus on NASPAA is due to its being recognized as the global standard of public service education. To enhance the ability to describe the public affairs field and provide precise and accurate recommendations for program development, NASPAA collects annual data from its accredited programs for benchmarking. The data collected by NASPAA include general information on the programs, faculty, and students. It was not necessary for me to collect the program data, since it has been already collected by NASPAA. The data from the program include program missions, program locations within the respective university, evaluation, mode of program delivery, who the program serves when the classes are offered, and program assistantship. Information faculty focused on differentiations between full- and part-time faculty and brief descriptions of their teaching and research interests. The data on students consist of the number of students enrolled in different degree types, the percent of out-of-state and international students, graduation rates, and job placement of known graduates. The data collected from the alumni include degree earned and to what extent that alumni satisfied with their programs.

I used secondary data from the NASPAA data center for the Phase I analysis. The analysis of the program mission, course design, required competencies, and student recruitment was based on the NASPAA Annual Data Report of the academic year 2015-2016. I used the data from this academic year because programs were filing the reports from 2016-2017 while I was performing the analysis. So the data from the academic year of 2016-2017 was not as complete as the data from the academic year of 2015-2016 was. NASPAA collected detailed descriptions

of the faculty recruitment and diversity plans in the Self-Study Report. Since NASPAA programs do not file the Self-Study Report annually, the analysis of the faculty recruitment was built upon the faculty data documented in the most recent Self-Study Reports from 2012 through 2018. The analysis of graduates' satisfaction of their global cultural competency was built upon the alumni survey.

Phase II consisted of data collection through a survey instrument. The survey showed current enrolled students' learning experience in curriculum internationalization and their attitudes toward a global perspective in the field of public service and community. The survey is a preferred data collection tool for the study according to its advantages of gathering data from a large population in a short period of time (Creswell, 2003).

Survey questionnaires containing three parts were sent to students (see Appendix A). The consent letter (including the introduction to the study and the survey) was located on the cover page of the questionnaire. Since the wording of the survey questions for domestic students differs from international students, the first question of the survey is designed to differentiate domestic from international students. This survey question asked participants whether they defined themselves as temporary residents or not. Domestic and international students were directed to different pages of the survey. Even though the wording of the questions was different, both domestic and international students received questions regarding the same issues.

The first part of the survey was designed to find out the students' experiences on internationalization at the program level. Questions regarding the number of international courses, opportunity for study abroad or joint programs, and the number of individuals of international background in the class were answered by survey participants.

Part two of the survey was designed to find out the students' learning experiences with curriculum internationalization. For this section the students were given statements with rating scales. Respondents were asked to rate the statements from "strongly disagree" to "strongly agree," on a scale of one through five.

The third part focuses on the participants' demographics. Students were asked questions related to the university and the degree program in which they were enrolled, student status, age, and their international background. The last question of the survey asked participants if they would like to enter a drawing for a gift card. If so, they were asked to provide a valid email address for entering a drawing and potentially receiving a gift card. If not, they were directed to the thank you page. The email addresses were only used for the drawing. I deleted all the email addresses after distributing the incentives.

I created the survey on qualtrics.com and included the link in the invitation letter. My dissertation committee and NASPAA staff reviewed the survey questions and provided feedback on question wording and survey design, which ensured the face validity of the survey questionnaire. I emailed the invitation letter to the data center director of NASPAA, who forwarded my invitation letter with a survey link to 303 program representatives through the membership list maintained by NASPAA. Then, among those who had received emails from NASPAA, more than 40 program representatives forwarded the email to their enrolled students. In addition to the survey link, the invitation letter included a brief explanation of the research purpose. To ensure the response rate and remind survey recipients to complete the survey, a pre-contact email before and two reminders after the survey invitation were emailed out to the programs as well. The pre-contact email was first sent out on October 16, 2017, to briefly describe the purpose of the study and the date of the invitation letter. Also, if the program

representatives were interested in participating in a phone interview, they could use the link provided at the end of the pre-contact letter to provide their contact information. The invitation letter with the survey link was sent out three days after the pre-contact letter, on October 19, 2017. The reminders were sent out on November 8, 2017, and January 16, 2018.

In the pre-contact email to the program representatives, I asked them to provide names and contact information for people who might be interested in participating in the Phase III interviews—either their own name and contact information or the names and contact information of those who have the greatest knowledge of advancing a global perspective. Since less than 20 program representatives provided contact information, I tried to schedule an interview with everyone. Phase III was carried out from February to April of 2018. I emailed those individuals who offered to participate in an interview with a request to schedule a phone interview.

The interview took place within a semi-structured format. I had questions prepared prior to the interview (see Appendix B), but I also used probing questions when the interviewees raised ideas related to my research questions. The semi-structured interview was designed to discover faculty's or instructors' teaching experiences in internationalizing the curriculum and help identify the major challenges programs face when advancing a global perspective in their communities. The semi-structured interview consisted of seven questions. Four programs participated in the phone interview, and they were coded as Programs A through D for analysis. Interview questions 1 and 2 explored the curriculum internationalization at the program level. Interview questions 3 and 4 examined to what extent the courses incorporated global perspectives. Interview questions 5 and 6 asked about students' learning interests. The last interview question explored the challenges to curriculum internationalization. The interview was recorded for the purpose of analysis. In regard to follow-up interviews, four program

representatives responded to the interview invitation. Because of this small number, I interviewed all of the responding program representatives without any sampling methodologies.

### **The Representativeness of Survey Data**

From October of 2017 to January of 2018, 415 students from 43 universities in 27 states responded to my online survey (see Table C1 in Appendix C). Since the number of program representatives who had forwarded the survey invitation to their students is unknown, the response rate of the student survey cannot be calculated. A total of 415 survey respondents have entered the survey through the online survey link. Of those, 413 respondents agreed to answer the survey questions, and 299 of them completed the entire survey, including the demographic questions. The first two parts of the survey were completed by 300 respondents, and 68 respondents answered a few questions in the first part of the survey. There were 42 respondents who only answered the national status question. The responses of these 42 respondents were not considered as the partially completed responses were, since they did not respond to any learning experience related questions. Therefore, the number of the valid responses used in this study is 368.

Approximately three quarters of the respondents (N=300) completed the demographic questions. Among those who reported the degree programs in which they were enrolled, about 95 percent of the respondents were enrolled in public administration, public policy, and public affairs programs. Another five percent of them were enrolled in public service related programs, such as social work, student affairs administration, jurisdiction, and education programs (see Table C2 in Appendix C).

Non-U.S. students accounted for 6.4 percent of the respondents, and the rest of the respondents were U.S. students (see Table C3 in Appendix C). According to the NASPAA

accreditation data report, about eight percent of the enrolled students are international students (see Table C4 in Appendix C). However, the student survey of this study was distributed to all of NASPAA's programs in the United States, including both accredited and non-accredited programs. If the representativeness of the survey responses is consistent with the NASPAA data, there should be 19 responses from the accredited programs. Only 13 responses were collected from the accredited programs, which indicates that the survey responses and the NASPAA data might be different in the demographic representativeness of non-U.S. students. Therefore, the representativeness of non-U.S. students in this survey is a bit lower than in the NASPAA data. Nevertheless, 6.4 percent (13 out of 225) is not far away from the eight percent that NASPAA had reported.

In regard to the accreditation, 61 percent of the NASPAA member institutions had been NASPAA accredited by the end of 2018. In terms of this study, among 43 universities that replied to the survey, about 63 percent of them (27 out of 43) have NASPAA accredited programs, which is consistent with the NASPAA data. (Refer to Table 3.1 for more detailed information.) Therefore, the survey data has valid distribution of accredited institutions. Also, programs that responded were distributed throughout 27 states, which indicates a geographical representativeness (see Table C1 in Appendix C). In addition, the majority of the survey respondents were enrolled in public administration, public policy, and public affairs programs. Even though the percentage of the enrolled international students is a little lower than the percentage in NASPAA's data, it is still very close. In general, the responses to this survey have the representativeness in accreditation status, geographical distribution, major field, and student status, which are sufficient for conducting a valid analysis.



**Table 3.1. Distribution of NASPAA Accredited Programs**

	Accredited		Total	
	n	%	n	%
NASPAA member institutions	183	61	301	100
Survey responded institutions	27	63	43	100
<i>Note:</i> NASPAA data retrieved at <a href="https://accreditation.naspaa.org/resources/roster-of-accredited-programs/">https://accreditation.naspaa.org/resources/roster-of-accredited-programs/</a>				

### Data Analysis

This study examines ten research questions. Table 3.2 demonstrates the operationalization of these research questions. Questions one and two focus on internationalizing the curriculum at the program level. The variables include the program mission, required competencies for a degree, student admission and enrollment, course design, and the evaluation of students' learning outcomes. Questions three through eight examine students' experiences of internationalizing the curriculum. The factors studied include student opinions, evaluations, learning interests, and learning habits regarding the curriculum internationalization. Question nine pertains to faculty's efforts in promoting a global perspective in course design and student instruction. The variables that were examined include the frequency of using international materials in class, the relationship between faculty and students, and the faculty's research interests. Question ten was designed to discover the challenges of public service programs while internationalizing the curriculum.

Data from three data sources were used in the analysis, including the secondary data from the NASPAA Data Center, the primary data collected from students who were enrolled in NASPAA member programs through an online survey, and the primary data gathered from NASPAA program representatives via phone interviews. I used both descriptive statistics and Chi-square tests to analyze the quantitative data. Numbers and percentages were used to describe most of the quantitative data, which were demonstrated in tables based upon research questions.

**Table 3.2. Research Questions Operationalization**

<b>Research question</b>	<b>Variables</b>	<b>Data source</b>
	Program mission or values incorporate global thoughts or international efforts	Phase I
Program design (research questions 1 & 2)	Performance evaluation consistent with the mission in incorporating the aspect of curriculum internationalization	Phase I
	Percent of enrolled non-U.S. students in public service programs	Phase I
	Number of international students in class	Phase I, II Survey question 9
	Require international courses for degree	Phase III
	Offer study abroad or joint program	Phase III
	Provide sufficient information about international courses offered within program or on campus	Phase II,III Survey questions 2, 3, 4, 13a
	Encourage student to learn more about the globalized world	Phase I, II, III Survey question 13b
	Emphasize significance of teaching and learning with a global perspective	Phase I, II, III Survey question 13c
	Core course with a global perspective	Phase I, III
Faculty's efforts (research questions 1, 2, & 9)	Frequency of using non-western perspective in class	Phase II, III Survey questions 5, 7
	Frequency of focusing on international issues in class	Phase II, III Survey questions 6, 7
	Interested regions other than the US	Phase II, III Survey question 8
	Respect students' identity during interaction	Phase II Survey question 12
	Build a trusting relationship with students	Phase II, III Survey question 12
	Utilize international course materials	Phase II, III Survey questions 5, 6, 7, 8, 13d
	Systematic evaluation	Phase I
	Instructors' knowledge (international representativeness)	Phase II,III Survey questions 11c, 11d
Student learning experiences and outcomes (research question 3 to 8)	Learning interests	Phase II Survey questions 4, 11a, 11b, 11g,
	Student's perspective in curriculum internationalization	Phase II Survey questions 4, 11h
	Reflection	Phase II Survey questions 11e, 11f, 11j

**Table 3.2. Continued**

<b>Research question</b>	<b>Variables</b>	<b>Data source</b>
	Alumni's satisfaction with their programs preparing graduates with global cultural competency	Phase I
Challenges (research question 10)	Student learning interests	Phase II, III Survey questions 4, 10, 11i, 14a
	Program's limitation	Phase II, III Survey questions 14b, 14c
	Instructor's lack of knowledge	Phase II, III Survey questions 11c, 11d, 14d

Most of my raw data were at categorical level. Categorical level data means that the data can fit into a particular category. Chi-square statistics is a method of statistics that is used to investigate whether distributions of categorical variables differ from one another. This method can be used to find out the relationship between different categories and levels of my data. I defined p-value under .05 as statistical significance (which means there is a significant relationship between different variables). Qualitative data, such as program missions and interview responses, were categorized based upon research questions.

### **Strategies to Deal with the Limitations**

Collecting data from both the student and the faculty sides is an advantage to this research. Opinions of both teaching and learning are gathered through this design. However, there is a limitation embedded in this design. Student and faculty might have different views on the concept of curriculum internationalization. Therefore, they might have a different evaluation of their teaching and learning experiences regarding the same program. To minimize this limitation, I included the definitions of the key concepts in both the survey instrument and the interview questionnaire. Student participants had the definitions before responding to the survey

questions. Program representatives had the definitions and interview questions before the interview. Also, I clarified the definition of the key concepts for the program representatives during the phone interviews.

The higher the response rate, the more sufficient data there will be to analyze. To ensure the high response rate and the representation of the research results, the survey link was distributed to program representatives via NASPAA's official email. The program representatives then sent out the survey link to the enrolled students in their programs. The survey was first sent out in the middle of the semester. The first survey reminder was sent out between the midterm and final exam week. The second reminder was sent out at the beginning of the spring semester. Students usually check their email frequently during these times.

## **CHAPTER 4**

### **FINDINGS**

This study has used ten research questions to explore the efforts of NASPAA member programs in curriculum internationalization. Questions 1 and 2 studied the efforts at the program level, including program mission and value and curriculum design; faculty's endeavors were examined through research questions 1, 2 and 9; research questions 3 through 8 explored students' experience and perspectives regarding curriculum internationalization; and challenges to curriculum internationalization were reviewed through research question 10. This chapter reports findings based on ten research questions following a brief discussion on the international background of public service student.

#### **International Background of Public Service Students**

Students' international backgrounds were explored through the survey. According to survey responses, approximately seven percent of U.S. students reported that they spent the majority of their lives in regions other than North America, Europe, Australia, New Zealand and European Union countries. About 75 percent of non-U.S. students indicated that they had living or studying experiences in regions other than North America, Europe, Australia, New Zealand and European Union countries. Table 4.1 demonstrates the number of survey respondents who have spent the majority of their lives in Western and non-Western nations. Moreover, Table C5 in Appendix C demonstrates survey responses to international background in detail.

It appears that a majority of U.S. students who are enrolled in American public service programs do not have international learning or living experiences in non-Western countries. Since public service students do not have much opportunities to learn about non-Western

perspectives, students will undoubtedly benefit from their programs if they were to incorporate international or non-Western opinions in their program design. Moreover, programs with international learning opportunities will attract students who are interested in learning more about international perspectives, which they cannot learn more from their narrow personal experience.

**Table 4.1. Responses to International Background**

	U.S. students		Non-U.S. students	
	n	%	n	%
Spent the majority of lives in Western countries or regions	263	92.9	4	25
Spent the majority of lives in non-Western countries or regions	20	7.1	12	75
Total	283	100	16	100

### **Program Efforts to Internationalize Curriculum**

Research questions one and two examined the initiatives of curriculum internationalization in program design. NASPAA data and responses to the phone interviews provided information to answer these two research questions. Also, survey questions 2 through 4 and 13a through 13b supported the analysis of the programs' initiatives. The major initiatives in promoting global perspectives based on program design include emphasizing the importance of global perspectives in a program's mission and value statements, admitting non-U.S. students, developing study abroad or joint programs, providing information about international courses or opportunities, and encouraging instructors to incorporate international content in teaching.

A program's mission and values directly demonstrate whether the program takes globalization and curriculum internationalization into consideration. The self-study reports from NASPAA programs document the program missions and values. Table 4.2 summarizes frequencies and proportions of programs that emphasize international efforts in their mission

statements. In the academic year of 2017-2018, 40 programs updated their self-study reports. About 67.5 percent of these programs (27 out of 40) included global visions in their program mission or value statements. Furthermore, about half of these programs (15 out of 27) incorporated global perspectives and international efforts into the program performance evaluation. Since program missions might not change frequently, the program mission statements, which have been documented with NASPAA before the academic year of 2017-2018, are valid as well. From 2012 to 2017, about 212 programs submitted their self-study reports to NASPAA. About 40 percent of these programs (85 out of 212) incorporated aspects of curriculum internationalization into the program mission and values. Moreover, the performance expectations of 33 percent of these programs (28 out of 85) were consistent with the mission statements in emphasizing the significance of designing courses to incorporate global perspectives.

**Table 4.2. Program Mission, Values, and Performance Outcomes Evaluation**

	Academic Year of 2017-2018		Between 2012-2017	
	n	%	n	%
Mission or values include global visions or international elements	27	67.5	85	40.1
Performance evaluation consistent with the mission in incorporating the aspect of curriculum internationalization	15	55.6	28	32.9
Totals	40	100	122	100
<i>Note:</i> Data retrieved from NASPAA Data Center.				

According to the analysis above, about half of the NASPAA public service programs have included a global vision into their program missions, and nearly 30 to 50 percent of these programs align their performance evaluation to the program mission in incorporating aspects of curriculum internationalization.

Even though more than 40 percent of the programs emphasize the significance of global perspectives, students are not required to take courses that have most of the content drawn from international events and contexts. Programs usually do not include international courses in the core curriculum with the exception of international specialized programs. Interview question 1 asked whether the program required students to take international courses or a specific course with international content. The four programs that participated in the interview were not programs specifically designed to address international affairs. However, all of them admitted non-U.S. students. In regard to the core courses of the program, which are the required courses, none of the four programs offered international courses. All program representatives who participated in the phone interview indicated that the program provided elective courses on international issues and perspectives. Moreover, some programs incorporated international content in the core courses. Instructors used cases and readings to introduce non-Western or international perspectives in specific topic areas, such as public administration theories, governance, and nonprofit management (see Table C6 in Appendix C).

The enrollment of non-U.S. students is one of the primary factors for internationalizing curriculum (Grabove, 2009). Non-U.S. students will bring international perspective to class, as well as learn about American theories. According to the NASPAA accreditation data, the average enrollment rate of the non-U.S. student was approximately 8 percent (see Table C3 in Appendix C). Approximately six percent of survey respondents identified themselves as a temporary resident or international student (see Table C7 in Appendix C). More than half of the survey respondents indicated that they usually had less than four international students in a class (see Table C8 in Appendix C).



Program representatives who have participated in the interviews argued that programs that tended to admit non-U.S. students might incorporate more international elements in teaching. However, student survey responses do not provide enough evidence to support this argument. Table 4.3 demonstrates average scores of programs' efforts in incorporating international elements into teaching. Even though U.S. students scored these efforts differently than international students, differences are not statistically different according to the results of unpaired t-tests. These statistical test results implied that, rather than just admitting international students, American public service programs need to incorporate international elements into their program design. Otherwise, students might not perceive any difference in learning experience between having and not having international classmates in their programs.

**Table 4.3. Average Scores of the Efforts in Incorporating International Elements**

Please tell us how you think program are doing in the following efforts (1 to 5 indicate terrible to perfect).	Average score of the responses from U.S. students (N=275)	Average score of the responses from non-U.S. students (N=16)	Unpaired t-test p-value
a. Provide information about international courses offered outside the program.	2.8	3.2	.14
b. Encourage students to learn more about the globalized world.	3.3	3.3	.85
c. Emphasize the significance of teaching and learning with a global perspective.	3.2	3.4	.37
d. Utilize international course materials in teaching process.	2.8	3.1	.28

In addition to the enrollment of the international students, this study has found that courses often incorporated international perspectives, and study abroad or joint programs provided international experiences for the student. However, few programs provided international learning opportunities for their students.

According to interview responses, four responding programs differed greatly in providing the study abroad opportunities and the joint programs. Program A did not offer any study abroad or joint programs. The university in which Program A was located had some service learning programs available for graduate students, but students did not get credit for taking them. Students in Program A could go to these foreign service learning programs with an entire group of students from other programs. These service learning programs would require students to do some public service within the specific community of a foreign nation.

Similarly, Program D did not offer study abroad or joint programs. On the other hand, students in Program D had an opportunity to spend several weeks abroad, working on projects that were in the domain of community development and applied economics. However, these international trip courses were electives and offered through the department in which Program D was located. Therefore, these courses were not exclusively available for Master of Public Administration (MPA) students.

Program B had study abroad programs available for MPA students to take. Two of the study abroad programs were popular with MPA students because they are very closely relevant to the MPA curriculum. Students could work on sustainable and social development issues with non-governmental organizations (NGOs), foreign local governments, and social workers in these programs. Also, students could receive credits for taking these programs.

Similarly, Program C offered an opportunity to study abroad in foreign communities. Programs B and C, however, differed in offering joint programs. Program B did not have any joint program available for the students, while Program C had joint programs with four foreign governments. Students who studied in these joint programs were employed in these four foreign

governments, and their tuition fees were paid through their salaries. In general, study abroad and joint programs are not widely available to American public service students.

Moreover, students lack awareness of any international learning opportunities in their programs. According to survey responses, approximately 35 percent of respondents indicated that their program never communicated with their students about specific courses that incorporated international content. About 40 percent of survey respondents had never heard of any study abroad or joint programs from their programs (see Tables C9 and C10 in Appendix C for detailed information). Poor communication may contribute to students' lack of knowledge about international learning opportunities within their programs. Moreover, half of the public service programs might not have any international learning opportunities available for the students.

Despite the sometimes unreliable communication between a program and its students on international opportunities, students did receive information from their instructors. Program representatives indicated that instructors or professors were encouraged to discuss international content in class when they felt comfortable with the teaching materials. They explained that some instructors did not seem confident enough to include global perspectives in class discussions. However, this did not necessarily indicate that these instructors did not have international knowledge or background.

### **Faculty Efforts for Curriculum Internationalization**

A faculty's efforts in curriculum internationalization were mostly reflected in the teaching aspect of the survey and interviews. According to the responses to the interview questions, instructors frequently used three approaches to incorporate international perspectives in class, which included assigning readings focused on international issues, introducing urban

problems in regions other than the United States, and encouraging non-U.S. students to express their perspectives in class.

The current study shows that non-Western perspectives are often included in public administration theory and public policy courses. About three fifths of students have discussed non-Western perspectives or international issues in their public administration theory courses. Approximately two fifths of students have learned about non-Western perspectives in their public policy courses (see Table C11 in Appendix C). Regarding public service issues in regions other than the United States, program respondents claimed that instructors discuss issues of Europe, East Asia, and Latin America more often than problems in other regions (see Table C12 in Appendix C).

Some programs even incorporated international elements in teaching, while most courses focus on American theories. Student respondents indicated that their faculty barely incorporated international issues or perspectives into teaching. According to survey responses, approximately three quarters of students rarely discuss non-Western perspectives or international issues in class. (see Tables C13 and C14 in Appendix C for more detailed information).

It is highly possible that instructors have to balance American theories and international perspectives, which contributes to students having few opportunities to practice discussing global perspectives in class. On the other hand, interview participants argued that, even if instructors only included a few non-Western perspectives in teaching, students understood that they could look outside of their national or cultural boundaries when they needed to seek alternative solutions to local public problems. However, understanding is not equal to action. Students might need some actual experiences on searching for solutions in an international setting. Otherwise, they might not know what to do when they need to seek alternatives.

In addition to incorporating non-Western perspectives and international issues into course design, through the programs interviewed, this study shows that instructors also encourage international students to express their perspectives in class. Taylor (2009) addressed the importance of an authentic relationship to a successful reflection. An authentic relationship refers to a trusting, positive, and productive relationship between instructors and students in an educational environment, which is developed based upon respect. According to survey responses, both non-U.S. and U.S. students indicated that their professors and administrators respected their identities. Table 4.4 demonstrates average scores of students' perceptions of the extent that their identities were respected by their instructors. Since the sample sizes of U.S. students and international students are dramatically different, an unpaired t-test was applied to test whether their means were statistically different. Based on the t-test p-values, a majority of mean scores are not different at an alpha level of .05, except for the mean scores of gender identity. Compared to international students, U.S. students scored their instructors lower on the respect of gender identity. It is worth noting, however, that U.S. students could be more sensitive

**Table 4.4. Curriculum Internationalization—Diverse and Inclusive Environment**

During your interaction with the professor and administrator of the program, how were these aspects of your identity respected (1 to 5 indicate very poor to very good)?	Average score of responses from U.S. students (N=267)	Average score of responses from non-U.S. students (N=16)	Unpaired t-test p-value
Age	4.1	4.2	.53
Disability	3.6	3.5	.60
Ethnicity/racial identity	3.9	4.3	.12
Gender identity	3.9	4.4	.03**
Military status	3.5	3.5	.97
Nationality	3.9	4.3	.09
Religious/spiritual	3.7	4.0	.13
Sexual orientation	3.8	3.9	.67
Social-economic status	3.8	4.0	.42
<i>Note:</i> **There is a statistical significance at an alpha level of .05.			

to gender identity than international students based on cultural differences. Moreover, the dramatic difference in sample size may also affect the statistical test results. In general, both U.S. and non-U.S. students are having healthy relationships with their instructors in NASPAA member programs, which can lead to a transformative learning experience.

While some instructors incorporate international elements into their curriculum, it is also important that they have a varied representativeness. Previous studies of representative bureaucracy theory indicated that the representation of an instructor affects students' learning experience and performance (Meier et al., 1999; Meier, 1993). Program representatives stated that faculty would include the international content with which they were comfortable. The faculty would be more comfortable with international materials if they had completed related research or had international knowledge or backgrounds.

Student survey respondents documented their perceptions of their instructors' international background and knowledge. Table 4.5 compares the faculty's knowledge to their backgrounds based on students' perceptions. A correlation coefficient demonstrates the strength of the relationship, and the Chi-square test was used to measure whether the relationship was significant. The correlation between the faculty's knowledge and background is about 0.37, which indicates a medium correlation. The p-value of the Chi-square test is far less than 0.05, which indicates that the faculty's knowledge is significantly related to their demographic backgrounds. Based on this test result, we can conclude that faculty who are from a foreign region will have relatively sufficient knowledge of international perspectives. This finding suggests that programs could bring in instructors or visiting professors from foreign regions to add to the pool of professors who were confident in discussing international perspectives as yet another way to enhance internationalization.

**Table 4.5. Students' Perceptions of Their Instructors' International Background and Knowledge**

	Faculty have sufficient knowledge of international perspectives (students' perception)					
Faculty are from different regions of the world (students' perception)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Strongly disagree	12	7	14	5	2	40
Disagree	0	16	25	18	1	60
Neutral	3	6	16	15	4	44
Agree	3	6	44	46	8	107
Strongly agree	1	3	7	14	10	35
Total	19	38	106	98	25	289
Correlation	0.38					
Chi-square p-value	9.976e-12**					
Note: ** There is a statistical significance at an alpha level of 0.05.						

As displayed in Table 4.5, approximately 40 percent of the students (123 out of 289) believed their professors had sufficient knowledge of international perspectives. However, according to the program interviews, the faculty had to take student learning interests into consideration when they determined the course materials. A program representative expressed that students would not read the assigned reading when they were not interested in the topic. Since the top three foreign regions that are most often discussed in class were Europe, East Asia, and Latin America, it is highly possible that public issues in these three regions are the most popular topics for both instructors and students.

Research question nine explored whether the demographically or academically international representation of faculty influenced student global cultural competency. Table 4.6 compares students' perceptions of the faculty's knowledge to student learning interests. The correlation between faculty's knowledge and students' interests in learning about non-Western perspectives is 0.18, which indicates a weak relationship. The p-value of the Chi-square test is far less than 0.05, which demonstrates that the relationship between student learning interests

and faculty's knowledge is statistically significant. Based on this statistical test, it seems that students could become more interested in learning non-Western perspectives when they believe their faculty has sufficient knowledge of international perspectives. However, the Chi-square test does not verify the causal relationship. The correlation coefficient also implied that the relationship between students' learning interests and faculty's knowledge was not strong. The extent to which faculty knowledge impacts student learning interests will need to be measured through further research.

**Table 4.6. Relationship Between Students' Perceptions of Faculty's Knowledge and Student Learning Interests in Non-Western Perspectives**

	Faculty have sufficient knowledge of international perspectives (students' perceptions)					
Students became much more interested in learning non-Western perspectives	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Strongly disagree	6	1	8	3	0	18
Disagree	3	11	31	13	3	61
Neutral	4	13	50	46	9	122
Agree	3	8	21	30	12	74
Strongly agree	3	5	6	9	2	25
Total	19	38	116	101	26	300
Correlation	0.18					
Chi-square p-value	4.655e-05**					
Note: ** There is a statistical significance at an alpha level of 0.05.						

Table 4.7 compares students' perceptions of faculty demographic backgrounds to student learning interests. The correlation between faculty demographic backgrounds and student learning interests in non-Western perspectives is 0.11, which indicates a weak relationship. The p-value of the Chi-square test is 0.03, which is less than 0.05. The small p-value demonstrates that the relationship between students learning interests and their perceptions of faculty demographics is statistically significant. Based on this statistical test, it seems that students express greater interest in learning non-Western perspectives when they believe that they are



taught by faculty with international backgrounds. However, the Chi-square test does not verify the causal relationship. Student learning interests have a weak relationship with faculty demographic backgrounds, even weaker than the relationship with faculty international knowledge. Further research is needed to test to what extent that faculty cultural background affects student learning interests in global perspectives.

**Table 4.7. Relationship Between Students' Perception of Faculty's Demographic Background and Student Learning Interest in Non-Western Perspectives**

	Faculty are from different regions of the world (students' perceptions)					
Students became much more interested in learning non-Western perspectives	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Strongly disagree	7	2	0	7	2	18
Disagree	9	14	16	18	4	61
Neutral	13	26	23	48	12	122
Agree	6	14	12	29	13	74
Strongly agree	6	5	2	7	5	25
Total	41	61	53	109	36	300
Correlation	0.11					
Chi-square p-value	0.03011**					
Note: ** There is a statistical significance at an alpha level of 0.05.						

In summary, the faculty usually encouraged students to learn about international perspectives by assigning reading materials, discussing international issues in class, and inspiring conversations between non-U.S. and U.S. students. However, the faculty could not include many global topics in class within the time constraints of the courses. In regard to programs within private colleges, faculty might not have the latitude to adjust the reading materials. In addition, faculty also took student learning interests into consideration when they determined topics to cover in class. On the other hand, faculty knowledge and demographic backgrounds may have influence on student learning interests in non-Western perspectives. Students may become more

interested in learning about international issues and perspectives when they believe their instructors have professional and personal backgrounds in an international sense.

### **Student Learning Experience and Perspectives Regarding Curriculum Internationalization**

Research questions three through eight explored student learning experiences with curriculum internationalization. Research questions three and four examined the general experiences of students in curriculum internationalization. Overall, student learning experiences were explored through their learning interests, opinions on curriculum internationalization, and class involvement. According to the responses to the interviews, program representatives indicated that students could learn about international perspectives through courses that incorporated international content (including core courses and electives), international learning trips, study abroad programs, and joint programs.

Survey question 11 consisted of 11 statements of possible learning experiences, and student respondents scored the statements from “strongly disagree” to “strongly agree.” Table 4.8 demonstrates the distribution of their responses.

Statements a, b, and g of Table 4.8 indicated that student learning interests are based on their learning experiences within their programs. More than 30 percent of the students surveyed indicated that they had become much more interested in learning non-Western perspectives during their time in the program. Similarly, more than 60 percent of the students became much more interested in learning comparative perspectives. However, only about 20 percent of the students expressed that they would like to take as many courses on international or non-Western subjects as they could. It is highly possible that many are simply interested in a general study of the global perspectives, rather than an in-depth learning.

**Table 4.8. Students' Learning Experiences and Opinions on Curriculum Internationalization**

Statements of learning experiences	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Total (%)
a. During my time in this program, I have become much more interested in learning non-Western perspectives	6.0	20.3	40.7	24.7	8.3	100
b. During my time in this program, I have become much more interested in learning comparative perspectives	4.3	8.3	20.7	50.0	16.7	100
c. Instructors have sufficient knowledge of global perspectives	6.2	12.7	38.7	33.7	8.7	100
d. Instructors are from different regions of the world	13.7	20.3	17.7	36.3	12.0	100
e. Communicate productively with classmates from different countries	2.7	3.0	21.0	48.0	25.3	100
f. I can understand non-U.S. classmates' perspectives in class very well or I believe my American classmates can understand my perspectives very well.	4.0	2.7	27.0	41.7	24.6	100
g. I try to take as many courses incorporated with international content as I can	12.3	25.7	41.3	11.7	9.0	100
h. Courses dealing with global perspectives are important to understanding the emerging public issues nowadays	2.3	1.7	11.3	45.7	39.0	100
i. Courses dealing with global perspectives are important to my future career	2.7	8.0	24.0	34.3	31.0	100
j. The program has prepared me adequately to enter a global working environment	10.0	21.0	39.0	24.7	5.3	100
k. I have many chances to access international context and materials outside the programs	7.3	16.3	26.4	35.0	15.0	100

Statements c and d explored students' perceptions of the academic and demographic backgrounds of their instructors. Approximately half of the students believed that their

instructors came from different regions of the world. About half indicated that their instructors had sufficient knowledge of international perspectives. However, students might not know from which region of the world that their instructors came.

Statements e and f demonstrated class involvement. Roughly 75 percent of the respondents could communicate and interact productively with classmates from different countries. Moreover, about 70 percent could perform productive communication with foreign students. However, domestic and international students responded to statement f differently. Statement f was designed to explore whether American students understand international perspectives that have been expressed by their non-U.S. classmates. U.S. and non-U.S. students were asked to score different statements. Table 4.9 shows the responses to statement f.

**Table 4.9. Communication Between U.S. and Non-U.S. Students**

	Average score of the statement f based on U.S. students' responses (N=281)	Average score of the statement f based on non-U.S. students' responses (N=16)	Unpaired t-test p-value
I can understand non-U.S. classmates' perspectives in class very well.	3.83		.049**
I believe my American classmates can understand my perspectives very well.		3.25	
Note: ** There is a statistical significance at an alpha level of .05.			

The average scores of statement f based on U.S. and non-U.S. students' responses are 3.83 and 3.25, respectively. It seems that international students were less confident in class communication than domestic students. The p-value of the unpaired t-test is .049, which indicates the difference between these two average scores is statistically significant at an alpha level of .05; this implies that domestic and international students have different responses to

statement f. Based on the responses, there is a chance that U.S. students are misunderstanding their non-U.S. classmates' perspectives.

Statements h, i, and j show students' attitudes on learning global perspectives. Roughly 85 percent of the respondents admitted that global perspectives were necessary to the understanding of modern emerging public issues. Approximately 65 percent of the students argued that courses that incorporated international content were important to their future careers. However, only about 30 percent of them believed that their programs prepared them well for a globalized world. Apparently, there is tension between student value on international perspectives and the courses provided through the programs. In contrast to the current student survey, the responses to the alumni survey collected by NASPAA demonstrated that about 90 percent of graduated students believed that their program had prepared them to interact productively with a diverse and changing workforce (see Table C15 in Appendix C). Several factors may lead to the differences in responses from the enrolled students and the graduated students. The key factor is that the survey population is different. The enrolled students and the alumni may have different perceptions regarding global cultural competency. Alumni who answered the alumni survey might be more satisfied with the program than those who did not. Also, the time periods of the data collection were different, which might add to some of the differences between responses.

Statement k shows the consideration of the accessibility of the international context outside of the programs. Half of the students had opportunities to access international contexts and materials outside of the programs, which indicated that the other half of students was only exposed to international content in class. Therefore, on less internationalized campuses, program faculty and classmates could be the primary source of accessing international contexts and

materials. However, less internationalized institutions may recruit fewer international students or instructors with international knowledge or backgrounds.

The influence of curriculum internationalization on the preparation of future employment was identified using research question five. As discussed above, roughly 65 percent of students believed that global perspectives were necessary to their future employment. Table 4.10 compares students' employment preferences to their attitudes toward courses incorporating international perspectives.

**Table 4.10. Students' Perceptions on Curriculum Internationalization and the Employment Preference**

Employment preference	Courses incorporating international perspectives are important to my future career				
	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
a. National or central government in the same country as the program (n=112)	3.6	8.0	17.9	32.1	38.4
b. State, provincial or regional government in the same country as the program (n=146)	4.1	8.2	23.3	35.6	28.8
c. City, County, or other local government in the same country as the program (n=151)	4.6	8.6	25.2	36.4	25.2
d. Foreign government (all levels) or international quasi-government (n=47)	0.0	2.1	6.4	27.7	63.8
e. Military service (n=9)	22.2	0.0	11.1	44.4	22.2
f. Nonprofit (domestic-oriented) (n=141)	2.1	9.2	23.4	37.6	27.7
g. Nonprofit/NGOs (internationally-oriented) (n=79)	0.0	1.3	17.7	26.6	54.4
h. Private sector – research/consulting (n=85)	3.5	8.2	24.7	24.7	38.8
i. Private sector – not research/consulting (n=43)	2.3	14.0	18.6	34.9	30.2
j. Obtaining further education (n=35)	2.9	2.9	14.3	31.4	48.6
k. Other (n=18)	0.0	0.0	22.2	44.4	33.3
<i>Note: Respondents might select more than one option.</i>					

Regarding employment in government, global perspectives were more important to study for students who preferred to work in higher levels of government. For instance, among respondents who preferred employment in local government, more than 15 percent of them believed that courses dealing with global perspectives were not important to their future careers. Approximately 60 percent of them believed that global perspectives were essential to their future career. Comparatively, among respondents who favored employment in foreign governments or international governments, only 2.1 percent of them thought courses that incorporated international content were not necessary to their careers. More than 90 percent of them believed that courses dealing with international perspectives were necessary to their career plans.

**Table 4.11. Students' Perceptions on Curriculum Internationalization and the Employment Preference in All Levels of Government**

Employment preference	Courses incorporating international perspectives are important to my future career				
	Strongly disagree (n)	Disagree (n)	Neutral (n)	Agree (n)	Strongly agree (n)
Foreign government (all levels) or international quasi-government	0	1	3	13	30
National or central government in the same country as the program	4	9	20	36	43
State, provincial or regional government in the same country as the program	6	12	34	52	42
City, County, or other local government in the same country as the program	7	13	38	55	38
P-value of Chi-square test	.002729**				
Note: ** There is a statistical significance at an alpha level of .05.					

Table 4.11 demonstrates the relationship between students' perceptions on curriculum internationalization and their employment preferences in all levels of government. According to the Chi-square test result, there is a statistically significant relationship between students' thoughts on courses that incorporated international elements and students' employment

preferences in governments. Students who prefer to work in higher level of government tend to believe that curriculum internationalization is essential.

Like the students seeking employment in higher levels of government, respondents who intended to pursue employment within international nonprofit sectors also considered the courses that incorporated international content to be necessary to their future careers. Comparatively, there was no obvious preference for learning courses that incorporated international content for respondents who expected to be working in domestic nonprofit sectors. Similarly, respondents' opinions on curriculum internationalization did not relate to the employment preferences in private sectors.

Research questions six and seven explored student learning interests and factors that affect students learning interests. According to interview responses, the representative from Program A indicated that the international courses, which referred to the majority of the courses that focused on international issues, were the least popular courses. Students in Program A expressed low interest in learning issues in international regions, but they enjoyed learning from different perspectives in solving urban problems. Some students in Program A were local officials who regularly studied solutions to urban problems in other regions and nations. The Program D representative indicated that approximately 20 percent of their students had international interests. Students also understood that they could link solutions to public problems outside of a U.S. context when necessary. Unlike Programs A and D, more than half of the students in Programs B and C expressed a great deal of interest in international courses. They also enjoyed taking courses that incorporated comparative perspectives from different nations.

According to the responses, the major factors that related to students' learning interests were their backgrounds and demographics, employment preferences, and course topic areas.



Interview responses for Program A indicated that most of the enrolled students were domestic students who planned to work in local sectors. The courses that focused on international or global issues received the least attendance in Program A. Unlike Program A, Program C had a number of students who were non-U.S. students or had international backgrounds. Most of the students enrolled in Program C preferred to work in international organizations and NGOs, and international courses were particularly popular in Program C. However, the Program B representative indicated that almost all of the non-U.S. students enjoyed learning international perspectives, but only one fifth of U.S. students expressed interest in international courses. It is highly possible that non-U.S. students are more interested in international courses than U.S. students.

However, according to the responses for Programs C and D, student demographic information was not a necessary factor that impacted learning interests. Employment preferences was the most influential factor on their learning interests. The representative from Program D indicated that some international students would like to return to their home country, but some non-U.S. students would like to stay in the U.S. Since they had different work plans, their learning interests differed greatly.

In addition to student demographics and employment preferences, course topic area contributed to the students' learning interests as well. The representative from Program A specified that students were interested in learning alternative perspectives and solutions to urban problems, such as poverty, homelessness, social climate, and violence, which create social challenges in the world. Students in Program A expressed these interests in learning alternative perspectives and solutions to urban problems despite their individual backgrounds.

Research question six explored how students might use a global perspective when it comes to contemporary issues and whether or not their use increased when frequently exposed to international knowledge. The responses to survey questions 5 and 6 demonstrated the frequency of discussion of international content in class. In addition, the importance of understanding the contemporary public issues was scaled by the survey respondents through survey question 11h, and responses to survey question 11k demonstrated how often students were able to access international contexts and materials outside of their programs.

The Chi-square tests were conducted to test the relationship between the frequency of international content incorporation within courses and student thoughts on the importance of global perspectives in understanding emerging public issues. As it turns out, the p-value of the Chi-square test on the relationship was higher than the significant level of 0.05, which indicated that the international course materials might not have an impact on student thoughts about global perspectives in understanding emerging public service issues. However, students tend to consider the contemporary public service issues with a global perspective when they have many chances to access international context outside of their programs.

Table 4.12 compares student perceptions on the importance of understanding emerging public issues to their opportunities of accessing international elements outside of the program. The distribution of the responses demonstrated that students who were more frequently exposed to international content were more likely to believe that global perspectives were necessary to their comprehension of contemporary public issues. The p-value of the Chi-square test was far less than 0.05, which demonstrated a significant relationship between students' thoughts on the importance of global perspectives and their chances of accessing international contexts outside of

their programs. This finding implies that the external environment in which the program is located can shape students' thoughts on global perspectives.

**Table 4.12. Comparing Students' Perceptions on the Global Perspectives to the Opportunity of Accessing International Content Outside of the Program**

	Global perspectives are important to the understanding of the emerging public issues nowadays					
Students have many chances to access international context and materials outside the program	Strongly disagree (n)	Disagree (n)	Neutral (n)	Agree (n)	Strongly agree (n)	Total (n)
Strongly disagree	6	0	2	6	8	22
Disagree	0	1	9	18	22	49
Neutral	1	2	12	47	17	79
Agree	0	2	7	52	44	105
Strongly agree	0	0	4	15	26	45
Total	7	5	34	137	117	300
P-value of Chi-square test	2.745e-12**					
Note: **There is a statistical significance at an alpha level of .05.						

Research question seven explored whether a student was more willing to learn using global perspectives when they were exposed to more international content and materials. Survey question 4 examined whether a student was interested in acknowledging more international perspectives. Responses to survey questions 5 and 6 documented how frequently international content was incorporated into a course, and survey question 11k examined how often a student accessed international contexts and materials outside of their programs. Therefore, research question 7 could be answered through comparing survey question 4 to survey questions 5, 6, and 11k.

According to the statistical analysis, students' willingness to acknowledge more international perspectives did not significantly correlate with the frequency of their exposure to international content in class at the alpha level of 0.05. However, they significantly correlated with each other at the alpha level of 0.1. The p-value of the Chi-square test is 0.069, which is higher than 0.05, but lower than 0.1, and means that the two factors in this test are significantly

correlated with each other at the alpha level of 0.1 (see Table 4.13 for more detailed information). Therefore, it is likely that students are more willing to learn about global perspectives when they are exposed to more international context and materials, especially in class. In addition, this finding was also echoed in the analysis of research question eight.

**Table 4.13. Students' Willingness to Learn More about International Perspectives Vs. the Frequency of Exposure to International Content in Class**

	Frequency of exposure to international content in class (%)				
Student is interested in acknowledging more international perspectives	Never	Rarely	Often	Very often	Total
Yes	13.0	32.3	7.3	1.7	54.3
No	9.7	23.3	11.7	1.0	45.7
Total	22.7	55.7	19.0	2.7	100
Chi-square test p-value	.06875*				
Note: *There is a statistical significance at an alpha level of .1.					

Research question eight explored whether curriculum internationalization affected student learning habits and mindsets with regard to global perspectives. Survey questions 2, 3, 5, 6, and 9 related to the features of curriculum internationalization. Responses to survey questions 11a, 11b, 11h, and 11i demonstrated student respondents' thoughts on curriculum internationalization. Also, survey question 11k explored student exposure to international contexts outside of their programs. Table 4.14 shows the relationships between curriculum internationalization and student learning habits and mindsets, including the correlation values and the Chi-square test p-values.

According to the statistical test results, student learning interests significantly correlated with the frequency of communication between programs and their students on study abroad or joint programs, the frequency of the courses incorporating non-Western perspectives, and the frequency of the courses mentioning issues in foreign regions. These correlations are all positive,

which indicates that the increase in one factor should add to the increase in the other factor. For instance, students were more interested in learning non-Western perspectives when their courses

**Table 4.14. Correlations Between Features of Curriculum Internationalization and Student Learning Habits and Mindsets**

<b>features of curriculum internationalization</b>	<b>Student learning habits and mindsets</b>			
	More interested in learning non-Western perspectives	More interested in learning comparative perspectives	Global perspectives are necessary to the understanding of the emerging public issues nowadays	Courses incorporating international content are important to my future career
Communication between the program and the student on the courses with international content	0.1836	0.1718	0.0776	0.0206
Communication between program and student on the study abroad or joint program	0.0785**	0.0862	0.0950	0.0086
Frequency of the courses incorporating non-Western perspectives	0.2512**	0.2462**	0.1279	0.060
Frequency of the courses mentioning issues in foreign regions	0.2083**	0.2123**	0.1337	0.0126
Number of the non-U.S. students in class	0.0191	-0.0160	0.0464	-0.0596
The opportunities of accessing international context and materials outside the program	0.2382**	0.2554**	0.2449**	0.1053**
<i>Note:</i> ** indicates the $p < .05$ . (The alpha level of 0.05 was used as the significant cut-off value for the Chi-square test.)				

incorporated non-Western perspectives more frequently. Similarly, student interests in learning about non-Western perspectives were also positively related to the frequency of communication about study abroad or joint programs and the frequency of courses incorporating information about foreign conflicts, such as urban poverty, homelessness, social climate, and violence.

The relationship between student learning interests in comparative perspectives and the frequency with which international content was discussed in classes was tested as well. Based on the test results, student learning interest significantly correlated with the frequency of incorporation of non-Western perspectives in class at an alpha level of 0.05. Similarly, student willingness to acknowledge comparative perspectives also significantly correlated with the frequency of discussion of foreign conflicts in class at an alpha level of 0.05. Therefore, the Chi-square tests between student interest in comparative perspectives and the frequency with which international content was discussed in classes were significantly related. Also, the correlation values between these factors were positive, which indicated that students would be more interested in learning about comparative perspectives as they were exposed to initiatives of curriculum internationalization more often. For instance, students were more interested in learning about comparative perspectives when their courses incorporated discussions of foreign issues more often. Similarly, students were more willing to learn comparative perspectives when the courses included non-Western perspectives more frequently.

The opportunities of accessing international contexts and materials outside of the program related to student learning habits and mindsets. According to the statistical analysis results, the opportunities of accessing international contexts outside of the program significantly related to factors of students' learning interest in international content.

## **Challenges to Curriculum Internationalization**

Research question ten addressed the challenges to curriculum internationalization within public service programs. Table 4.15 demonstrates the challenges based on the interview responses. Similarities and differences were discovered through the responses. Even though, programs differed greatly in design, all four programs identified financial issues as a barrier to curriculum internationalization. The representative of Program A indicated that program budget restrained the frequency of curriculum adjustment. Therefore, large scale changes in the curriculum only happened every three and half to four years. Unlike Program A, Programs B, C, and D considered financial issues related to international travel as an inevitable challenge to study abroad programs. In regard to study abroad programs, students needed to make international trips to the targeted nations or regions to allow them the opportunity to get involved, conduct research, and work with program partners. Therefore, sufficient budget support is essential in determining the quality of the study abroad program. However, students who participated in study abroad programs frequently had difficulty securing financial support. Most of the program participants had to fund themselves, including finance program tuition, travel expenses, and the cost of living in a foreign nation.

In addition to the financial issues, time consumption was another challenge to both faculty and students. The representative from Program A implied that faculty had to balance their inclusion of American theories and international perspectives in teaching. The representative from Program B indicated that faculty always had to decide which theories and/or perspectives could be addressed sufficiently within the time constraints of the courses. The representative from Program D specified that faculty had previously considered taking initiatives on internationalizing the curriculum, but they did not have sufficient time in their academic plan to

do so effectively. The time issue was also a barrier to students with full-time jobs and families. For instance, the representative from Program B argued that a challenge to participation in the study abroad programs was that students would have to spend several weeks away from their jobs and families.

**Table 4.15. Challenges to Curriculum Internationalization (Program Representatives' Responses)**

Program A	Student demographics, “balance American perspectives and what you select,” faculty has limited authority on changing curriculum, frequency of changing the curriculum limited by budget, the nature of the program (for-profit university, online courses only), faculty expertise.
Program B	Faculty consideration in time and expertise, financial issues of study abroad program, time issues of study abroad program (full-time employer), the number of students travel in joint program (logistical barrier).
Program C	Financial issues of international travel, monitoring student and performance evaluation, standard of an ideal international curriculum.
Program D	Legal and financial issues for study abroad trips, administrative challenges (time, schedule), students enrolled in American public service programs to learn American public policy and administration theories.

In conjunction with balancing the domestic and international perspectives, Program A pointed out that student demographics and interests had an impact on curriculum internationalization. Program A did not have a diverse student body. More than 50 percent of the students in Program A were African-American women, and they were predominantly interested in African cultures and perspectives. Encouraging students to look outside of their culture and consider alternative perspectives was another challenge to curriculum internationalization for Program A.

Unlike Program A, students in the other three programs were more interested in studying international perspectives. Programs B, C, and D also had relatively mature study abroad and joint programs. Therefore, the management of the programs, the standardization of an ideal



curriculum, and the monitoring of student performance were major issues for those three programs. Program B even pointed out a logical barrier to running a joint program. In an ideal joint program, the numbers of exchange students should be equal. If an American program planned to send out five students to its partner program, it would expect to receive five students from its partner program in return. However, this ideal situation does not occur very often.

Program representatives provided insightful opinions regarding challenges to curriculum internationalization within their programs. While some programs were able to provide relatively sufficient international learning opportunities to their students, other programs incorporated little international content into their program design. Since these programs were in various stages of curriculum internationalization, major challenges they faced differed greatly from one to the next. In regard to programs that incorporated few international elements, students' learning interests, program budget, and faculty expertise were the major barriers to curriculum internationalization. Comparatively, programs that possessed relatively sufficient international resources considered the establishment of an ideal standard, evaluation of the student's performance, and opportunities for grant support to be the major challenges to further internationalizing their programs. Programs that fell between these two situations were often hindered by the major challenges from both sides.

All programs, regardless of their level of curriculum internationalization, identified financial problems as one of the major challenges to further internationalizing their programs. Programs might need to acquire additional funding to make large scale changes to their curriculums. The representatives identified that many public administration programs do not prioritize curriculum internationalization when determining the budget plans for an academic year. On the other hand, students who are interested in participating in study abroad programs or

international learning trips worry about financial support as well. International travel and living are expensive for full-time students. According to my survey results, approximately 35 percent of students who were enrolled in public service programs were part-time students. In regard to part-time students, time that they have to spend in a foreign country means that they have to stay away from their domestic jobs, which challenges their pursuit of international learning opportunities. Additionally, the emotional cost of studying abroad is greater for part-time students since they often have to manage other responsibilities, such as having families and working multiple jobs.

Students also expressed their opinions regarding challenges to curriculum internationalization through survey responses. Students scored the extent to which they agreed with four statements of challenge on a scale from 1 through 5, which indicated “strongly disagree” to “strongly agree” with each statement. A score of 3 referred to a neutral opinion. Table 4.16 displays the distribution of students’ responses. Based on survey results, most of students were interested in learning global perspectives. Approximately half believed that their instructors have sufficient knowledge on global perspectives. However, more than 40 percent of students indicated that their programs did not provide courses on global perspectives or comparative studies.

Responses to the interviews argued that faculty worked to balance the American theories with the non-Western perspectives in teaching. Responses also indicated that courses always had less time to cover comparative or international content than U.S. and other Western perspectives. Therefore, faculty have to balance the time and coverage of international perspectives in class, which contributes to students having few opportunities to discuss non-Western perspectives. Additionally, program representatives indicated that students who were enrolled in American

public service programs were supposed to learn about American public administration and policy theories. Therefore, curriculums of American public service programs usually did not include many international elements.

**Table 4.16. Challenges to Curriculum Internationalization (Students' Responses)**

To what extent do you agree or disagree with the following challenges to learn with a global perspective?	Disagree & Strongly disagree (%)	Neutral (%)	Agree & Strongly agree (%)
a. I am not interested in global perspectives (N=292).	68.8	12.7	18.5
b. Program does not provide courses on global perspectives or comparative study (N=297).	34.7	23.9	41.4
c. It is hard to fit the global perspective into my plan of study (N=293).	41.3	24.9	33.8
d. Instructors do not have sufficient knowledge on global perspectives (N=294).	48.6	34.7	16.7

Student surveys found that students who are interested in learning about international perspectives receive little information about international learning opportunities from their programs. Survey results demonstrated that more than half of responding students were interested in learning about international perspectives. Table 4.17 compares students learning interests to the frequency of programs providing information about international learning opportunities.

Approximately 20 percent of the student respondents indicated that they were interested in learning global perspectives, but the program had never provided information about any course with international content. Similarly, more than 20 percent of the student responses implied that the program did not provide any information about the study abroad or joint programs to match students' learning interests.

**Table 4.17. Comparison Between Students' Learning Interests and the Frequency of Programs Providing International Learning Opportunities (N=367)**

		Interested (%)	Not interested (%)	Total
Programs provide information about courses with international content	Never	19.9	15.8	35.7
	Once	6.5	4.9	11.4
	Sometimes	19.6	17.7	37.3
	Quite Often	8.2	7.4	15.5
	Total	54.2	45.8	100
Programs provide information about study abroad or joint programs	Never	22.3	17.4	39.8
	Once	5.7	4.4	10.1
	Sometimes	20.2	15.3	35.4
	Quite Often	6.0	8.7	14.7
	Total	54.2	45.8	100

In addition to insufficient resources for students to learn about international perspectives, students indicated that program study plans and employment preferences affected their learning interests as well. Students who were interested found it difficult to incorporate global perspectives into their study plans. Table 4.18 compares the interests in learning global perspectives to students' plans of study within their program. The Chi-square test shows a significant relationship between students' learning interests and their study plans. Therefore, students were more likely to be interested in courses with international content when knowledge of global perspectives fit well into their program curriculum. On the contrary, students were generally not interested in learning more about international perspectives when they felt it was difficult to incorporate global perspectives into their plans of study.

**Table 4.18. Comparison Between Students' Learning Interests in Global Perspectives and Their Plans of Study**

It is hard to fit global perspectives into my plan of study	Interested	Not Interested	Total
Disagree	78	43	121
Agree	47	52	99
Total	125	95	220
P-value of Chi-square test	.011382**		
Note: **There is a statistical significance at an alpha level of .05.			

In addition, students also found it difficult to learn about global perspectives when global perspectives did not fit into their career plans. Table 4.19 compares students' interests in learning global perspectives to their career plans. The Chi-square test result shows that a statistically significant relationship exists between students' learning interests and their perceptions of global perspectives for their future career. Students are more likely to be interested in curriculum internationalization when they believed that global perspectives were important to their future careers. On the contrary, American public service students were not interested in learning about international perspectives when they believed that global perspectives were not significant to their study or employment. Therefore, programs and instructors need to advocate for the importance of learning about global perspectives to students' study and career to alter students' learning interests.

**Table 4.19. Comparison Between Students' Learning Interests in Global Perspectives and Their Perceptions of Global Perspectives in Relation to Their Future Careers**

Q11i. Courses dealing with global perspectives are important to my future career	Interested	Not Interested	Total
Agree	134	62	196
Disagree	6	26	32
Total	140	88	228
P-value of Chi-square test	9.01047E-08**		
Note: **There is a statistical significance at an alpha level of .05.			

Table 4.17 also demonstrates that some students were not interested in learning about global perspectives even though their programs often offered international learning opportunities to them. Programs representatives who participated in the interview discussed some issues regarding student learning interests. First, most of the program courses that focused on international perspectives were electives. As result, students were not required to take international courses. Second, some opportunities of international study trips were not counted

into student's credits. Therefore, students were unlikely to take advantage of these international study trips if it did not help meet their program credit goals. Moreover, programs did not provide enough evidence of the importance of international experiences to students. Therefore, students did not want to take any international learning opportunities even if their programs offered them. In order to increase student learning interests in diverse international perspectives, programs should consider developing strategies to increase students' awareness of the significance of a global cultural competency, as well as global perspectives.

In addition to financial issues, curriculum design, student learning interests, faculty's expertise and teaching philosophy, program representatives also mentioned that establishing an ideal internationalized curriculum was another challenge to internationalizing American public service programs. According to the responses to the interviews, program representatives indicated that there was a need for a comprehensive standard to ensure the quality of learning outcomes. The standard needs to address an ideal internationalized curriculum of study abroad and joint programs. There is also a need for thoughtful monitoring strategies of the international programs. Since programs that possess relatively sufficient international resources usually have more non-U.S. students, much more internationalized learning environments, faculty with more international experiences, and more foreign learning opportunities for their students, they considered establishing an ideal standard more frequently than they considered other factors, such as student learning interests, curriculum design, or faculty expertise, which were considered more often by programs with limited resources.

In addition to the need for an evaluation standard, program representatives were also exploring ideas of sustainable development of the joint program. It is challenging to establish

and maintain the connection with a foreign program, not to mention finding the relatively equal number of students who are interested in participating in an international joint program.

### **Summary of Findings**

This chapter analyzed both qualitative and quantitative data that were collected in three sequential phases. Public service programs efforts in curriculum internationalization were explored through program design, faculty initiatives, students' learning experience, and challenges to internationalizing curriculum.

Regarding program design, approximately half of NASPAA programs incorporated global perspectives into their mission statements, but the performance evaluation did not always align with mission statements in advancing students' global cultural competency. Public service students usually have less than four international classmates in a single class. Students are often not required to take courses that have most of content drawn from international perspectives. However, some programs offer study abroad or joint programs to their students in order to enrich students' international learning experience. Some programs offer elective courses that focus on international public issues, while others even incorporate international elements into their core course requirements.

In regard to faculty initiatives, instructors often incorporate international perspectives into teaching through three approaches: assign readings focused on international issues, introduce non-Western perspectives in class, and encourage international students to express their perspectives in class. Many survey respondents believed that their instructors have enough knowledge of international issues. Moreover, students often become more interested in learning about global perspectives when they believe that their instructors come from different regions of

the world. Similarly, faculty's knowledge of international perspectives affects students learning interests in a positive way.

Students' experiences of curriculum internationalization were explored through their learning experience, learning interest, opinions on curriculum internationalization, and alumni's satisfaction of their programs in preparing them for a globalized world. Specifically, a majority of public service programs' alumni are satisfied with how their programs prepared them with a global cultural competency. More than half of students were interested in learning more about international learning opportunities. However, programs do not offer enough international learning opportunities to their students. Other limitations are that some students are not interested in the opportunities offered by their programs since they cannot fit international courses or trips into their study or career plans. Feasible initiatives in curriculum internationalization added to students' learning interests in international perspectives. These initiatives include the frequency of the communication between programs and students on international learning opportunities, the extent to which courses incorporated global perspectives, and the level of overall internationalization within the university (outside of the program). Some factors are related to students' learning interests in a positive way and include programs providing information about international learning opportunities, offering courses that incorporate non-Western perspectives and foreign issues, and offering an opportunity of accessing international context outside of the programs.

Since the programs are in different stages of curriculum internationalization, challenges to internationalizing curriculum are different. Programs with limited international resources are more likely to worry about students learning interests, program budget, and faculty expertise when they intend to incorporate international elements into their program design. Programs that



possess relatively sufficient international resources tend to consider the establishment of an ideal standard, evaluation of student performance, and extra grant support as major challenges to curriculum internationalization. Moreover, there is a shortage of international learning opportunities for students who are interested in learning about international or global perspectives.

## **CHAPTER 5**

### **RECOMMENDATIONS**

Research questions for this study were designed based on four theoretical frameworks, which are comparative public administration, policy transfer theory, representative bureaucracy, and transformative learning. Parts of this study have uncovered the gap between theory and education. Some findings are consistent with previous research results, while others reveal new questions that need to be addressed through further research.

Comparative public administration and policy transfer theory emphasize that the comprehension of various contexts is essential to the comparison of different public administrations and public policies. NASPAA keeps building the capacity of accrediting non-U.S. programs. Meanwhile, NASPAA encourages American programs to incorporate a global vision into their program design. This study finds that the majority of U.S. students who are enrolled in American public service programs do not have much living or studying experiences in non-Western countries. Students need to be exposed to different modes of expression and diverse cultural contexts to broaden their mindsets. Therefore, programs that incorporate international elements into program design will be providing opportunities for their students to learn about different administration and policy issues in various contexts.

Previous studies regarding representative bureaucracy theory discovered that faculty's representativeness will impact students' learning outcomes. This study finds that faculty's representativeness in international elements relates to students' perspectives regarding curriculum internationalization. In general, students will become more interested in learning about international perspectives when they believe their faculty have enough knowledge of international issues. This finding adds to the empirical evidence of representative bureaucracy.

Transformative learning theory is often used to examine whether or not students transform new ideas into their system of value. This study finds that many public service students become interested in learning about non-Western perspectives or comparative perspectives during their time in the program, which indicates that students add new ideas into their systems of value. However, many students do not understand the importance of global perspectives to their future success, which challenges students' capacity of being open-minded in a globalized world.

Previous studies have also addressed the initiatives necessary for internationalizing curriculum. Incorporating issues of diversity and global perspectives into curriculum design, providing international learning opportunities for students, admitting international students, developing instructors' global capacity, and using international course materials in teaching have also been frequently discussed. This study finds that major strategies of curriculum internationalization for American public service programs have been consistent with these initiatives. However, public services programs are facing various barriers when they internationalize their programs. Based on the findings, this study will conclude with some recommendations regarding curriculum internationalization within public service programs, as well as suggestions for future research endeavors.

### **Recommendations for American Public Service Programs**

In order to prepare graduates with a global perspective, many public service programs incorporate international content in teaching and learning. Initiatives of incorporating international content usually include admitting non-U.S. students, providing information about international learning opportunities to students, encouraging faculty to include international content in teaching, and developing in-house study abroad or international trips. These strategies

have proven to be necessary for curriculum internationalization. However, programs are facing various challenges when they internationalize their programs through these strategies. Some recommendations to advance curriculum internationalization should be useful when dealing with challenges that have been discovered within this study.

***Recommendation 1: Mission Statements Need to Align Education Performance Evaluation in Preparing Students with a Global Cultural Competency***

American public service students need opportunities to be exposed to diverse cultures and different modes of expressions to acquire global cultural competency, which could then develop their interpersonal communication skills in a globalized world. This study finds that many programs that have incorporated a global vision into their mission statements do not align their education performance evaluation in preparing students with a global cultural competency, which makes it difficult for programs to evaluate the curriculum internationalization progress of these programs. Therefore, in addition to incorporating global vision into a programs' missions, programs also need to include global elements in their performance evaluation plans.

In addition to incorporating the commitment to advance global perspectives in their missions and performance evaluations, American programs also need to admit non-U.S. students into their programs. Even though public service programs attract fewer international students than STEM programs, public administration has had the largest increase in international students' enrollment between 2016 and 2017 (Okahana & Zhou, 2018). The increase of non-U.S. students in American public service programs also requires programs to advance the evaluation of students learning outcomes. Otherwise, American students may not perceive any difference between having or not having international students in their programs.

### ***Recommendation 2: Increase Students' Awareness of the Importance of Global Perspectives***

This study finds that students who preferred local employment opportunities are more likely to underestimate the importance of global perspectives. Nevertheless, incorporating global perspectives into their program design does not necessarily prepare graduates for international employment opportunities. Instead, programs need to enhance students' awareness of the importance of global perspectives to students' learning and future endeavors no matter which career path they choose. Strategies of increasing student learning interests in non-Western perspectives or comparative perspectives are necessary.

In regard to general program administration, programs could try to create a welcoming and inclusive environment by emphasizing the importance of diversity and globalization in their program mission, values, orientation, and student performance evaluation. This study finds that students are more likely to apply international perspectives to emerging public service issues when they are frequently exposed to international contexts. Therefore, programs need to communicate frequently with their students about the international learning opportunities available through the school. Additionally, programs need to be connected with agencies and departments on campus to receive updated opportunities and resources that are available for their students. Moreover, programs should encourage communication between domestic students and international students by creating a welcoming and mutually respectful climate.

### ***Recommendation 3: Incorporate Global Perspectives into Students' Study and Career Plans***

About half of public service programs provide information about international learning opportunities to their students. These opportunities include elective courses that focus on international issues, international learning trips, and study abroad and joint programs. However,

students were not interested in international learning opportunities offered through their programs. First, some students found it difficult to fit global perspectives into their study plans. Second, some students believed that global perspectives were not essential to their future careers. Third, many students cannot afford the cost of taking these opportunities. Specifically, elective courses focused on international issues were often not included in the required credit for the degree. Study abroad or international learning trips are expensive for many students, and, therefore, out of reach.

This study has found that students' learning interests are related to their study plans and employment preferences. Program representatives mentioned that elective courses that focused on international issues had the lowest attendance, which might indicate that offering international elective courses had little influence on the international awareness of students. Programs should make efforts to fit global perspectives into student study plans, as well as their career plans.

Specifically, programs need to communicate with their students to understand what kind of international learning opportunities are preferred. Program advisors and instructors need to emphasize the importance of a global perspective to analyze public problems through teaching and daily communication with their students. Program advisors should help their students develop global perspectives into their plans of study. Moreover, programs can incorporate international issues or non-Western perspectives into core course teaching, so that students are required to learn about some international perspectives to complete their degree. Programs should also provide career advising to their students and explain the importance of a global cultural competency on the development of their interpersonal communication skills in a globalized world. As long as students are encouraged to develop global perspectives into their

study and career plans, students will become more interested in learning about international cases and policies.

***Recommendation 4: Encourage Faculty to Incorporate Global Perspectives into Teaching and Research***

Faculty also play an essential role in promoting global perspectives. The faculty was found to have played a significant role in introducing non-Western perspectives to students. Specifically, an instructor needed to have sufficient knowledge of international perspectives to promote curriculum internationalization in their teaching. Commonly used initiatives, such as assigning readings focused on international issues, discussing non-Western perspectives in class, and encouraging non-U.S. students to express their opinions in class, have proven to be a significant factor in increasing student learning interests through this study. Therefore, faculty and instructors can take these initiatives to increase students' international awareness. Even though the priority of the course is to introduce American theories and practices, instructors can incorporate the non-Western perspectives into the discussion of the related topics. In doing so, they would emphasize that those American theories and practices do not exist in a void but in this globalized world.

Strategies for curriculum internationalization can be different in various situations. Some public service programs possess relatively adequate monetary and human resources. This type of program usually provides foreign learning opportunities and courses that focus on international issues to their students. Other programs have limited international resources and find it challenging to create in-house study abroad or joint programs to expand student learning experiences. Despite potential roadblocks, these programs can adopt the commonly used initiatives mentioned above. Additionally, instructors in programs with limited international

resources can adopt new readings, accept student-led learning approaches, and utilize the media in teaching to advance the importance of global perspectives.

This study also addressed that faculty tend to be more confident in leading discussions on international issues when they have done research in such areas or have a demographically or academically international background. Public service programs should diversify their faculty candidate's pool. Additionally, programs can provide visiting professor positions to professionals with international study or research experiences. Moreover, programs should encourage their faculty to apply their studies to public service issues in various contexts to broaden their understanding of international perspectives.

***Recommendation 5: Establish an Ideal Standard and a Valid Learning Outcomes Assessment System***

Being open-minded should be a life-long learning strategy since graduates have to deal with a variety of circumstances in a global society. However, it is a complicated endeavor to evaluate whether students have developed the skills they need to be open-minded. This study finds that American students do not really understand perspectives from their international classmates. However, global cultural competency is essential to develop interpersonal communication skills in a globalized world. Students would not understand international perspectives comprehensively without understanding the cultural and political contexts surrounding those perspectives. Therefore, the evaluation of students' global cultural competency and interpersonal communication skills has become a commonly discussed issue for American public service programs.

An ideal standard, a consistent evaluation system, and a valid student learning outcomes assessment system are essential in promoting the excellence of international learning



opportunities. In regard to international joint or dual programs, schools have their own performance evaluation standards that are influenced by various cultural, economic, political, and historical factors, since they are located in different places or jurisdictions. Therefore, it is challenging for international joint and dual programs to maintain a consistent program evaluation system. In addition to the joint and dual degree programs, study abroad programs or international learning trips also face evaluation issues. Some American public service programs even offer international internship opportunities to their students. It is challenging for these programs to track students' activities and feedback promptly.

One way around this issue is to adopt an overarching system of evaluation. For example, Ortiz (2004) proposed a comprehensive evaluation system, which known as SLEPT, for international business education. SLEPT is short for five conditions, which are social, legal, economic, political, and technological conditions. Tajés and Ortiz (2010) then applied this evaluation framework to study abroad programs and found that it assessed students' learning outcomes comprehensively.

Understanding public policy and administration issues in different places and jurisdictions also requires students to have a comprehensive understanding of cultural, political, social, and historical contexts surrounding public service issues. The programs that did offer these opportunities usually required that the students provide an essay or a project report to demonstrate what they have learned from the internship or trip. Programs rarely use evaluation methods other than the written format evaluations, which contribute to the weakness of the evaluation. It is also difficult to examine whether or not students have developed a life-long learning strategy to deal with various circumstances in a global society. Therefore, in addition to

student learning experiences, programs need to include various factors in a comprehensive evaluation to assess student learning outcomes.

In addition to the context of the evaluation, multiple data sources and evaluation methods are also critical to a credible assessment. Rubin and Matthews (2013) recommended multiple promising approaches to assess international learning activities, which include focusing the assessment on student learning outcomes, using multiple sources and methods for data collection, and enlarging the samples of the program participants. Moreover, instructors who lead the trips can provide feedback on students learning activities, and student learning outcomes can be assessed through student self-evaluations (Barbuto, Beenen, & Tran, 2015). In addition to project report and writing assignments, instructors can conduct surveys or short interviews with students to assess their understanding of the host country before departing and after returning to the home country. Additionally, American and foreign hosting programs should take advantage of the advanced information and technologies to ensure the quality of student learning experiences. Technologies and media should be applied to the evaluation of student performances as well.

### **Recommendations for Future Studies**

Further study of evaluation standards and methods is needed. This study focused on American programs' efforts in promoting global perspectives in teaching and learning and explored both domestic and international students' learning experiences in the United States. American student learning outcomes in joint and study abroad programs were not explored through this study. To have a better understanding of an ideal standard for offering an in-house international learning opportunity, future studies of students' learning experiences and program evaluation methods are needed.

Additionally, large samples of program participants and the learning outcomes of comparing student groups are essential to the accuracy of learning outcomes assessment. This study used a mixed-method research approach to explore NASPAA member programs' initiatives in preparing their graduates in a globalized world. As for qualitative data gathering, only four programs participated in phone interviews, which may not provide enough evidence to support an in-depth understanding of challenges to curriculum internationalization. In order to have a better comprehension of programs' barriers, future studies need to either include more analysis units than this study or conduct case studies with multiple cases.

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## **Appendix A**

### **Survey to Student**

**Western Michigan University  
School of Public Affairs and Administration**

#### **TRANSFORMATIVE EDUCATION AND THE INTERNATIONALIZATION WITHIN NASPAA PROGRAMS**

You are invited to participate in a research study conducted by Li Cheng, a Ph.D. candidate in public administration at Western Michigan University. The study is intended to examine what are NASPAA member programs doing to prepare their graduates for today's highly globalized world in hopes of gathering data to drive system-wide change thereby ensuring that graduates of public services programs can adapt to the globalized world. Your participation will help to improve the public service programs. The research will end with a doctoral dissertation paper. NASPAA will help disseminate results to programs so that continuous improvement may occur. Your participation in this study is entirely voluntary. You should read the information below and ask questions about anything you do not understand.

You will be asked to answer the questions on a survey. It will take you less than 15 minutes to respond all questions. Your personal information will be asked in the survey, including age, nationality, and study interests. Additionally, your opinions about what efforts that your programs are making and how do you value your learning experiences will be asked.

All the information collected from you is confidential. The survey will be sent out through an online survey link, and the raw data will be collected through survey system automatically. Given only IP addresses will be recorded for duplication check, survey analyst has no access to personal identification information. The analysis data will be retained for at least three years in a locked file in the principal investigator's office.

You may refuse to participate, stop participating at any time of the survey or refuse to answer any question without prejudice, penalty, or risk of any loss of service you would otherwise have. If you have any questions or concerns about this study, you may contact Li Cheng at (607) 371-6892 or at [li.70.cheng@wmich.edu](mailto:li.70.cheng@wmich.edu). You may also contact Matthew S. Mingus, professor, and director of the Ph.D. program at School of Public Affairs and Administration, Western Michigan University at (269)387-8946 or at [matthew.mingus@wmich.edu](mailto:matthew.mingus@wmich.edu).

Would you like to participate in this study?

Yes.

No (skip to the end and THANK YOU).

**1. Do you identify yourself as a U.S. permanent resident or a temporary resident?**

- A U.S. permanent resident or a U.S. citizen
- A temporary resident or an international student
- I prefer not to self-identify my status.

**I. Questions toward a permanent resident or a U.S. citizen**

**Part I. General Questions on Internationalization**

*Note: For the purpose of this survey, “specific courses with international content” include courses on the theory that involve perspectives and courses that focus on specific regions of the world other than the U.S. “Western countries” are United States, Canada, Australia, New Zealand and European Union countries. “Non-Western perspectives” indicates the democratic government ideas, public policies, and public management strategies in non-Western countries.*

**2. How often does your program communicate with you about specific courses with international content, including courses provided by other programs?**

- Never
- Only once, during the orientation or heard from program advisor
- Sometimes, heard from advisors, course instructors, or professors
- Quite often, mentioned by advisors, course instructors, or professors

**3. How often does your program communicate with you about the opportunity for study abroad or joint program with a non-US university?**

- Never
- Only once, during the orientation or heard from program advisor
- Sometimes, heard from advisors, course instructors, or professors
- Quite often, mentioned by advisors, course instructors, or professors

**4. Would you like to receive more information about specific courses with international content, and about study abroad opportunities or internships in other countries?**

- Yes, I am interested in getting more information
- No, I do not need more information.

**Following questions apply to all the courses you take for your current public service degree.**

**5. How often do your courses include non-Western perspectives?**

- Never, the courses I have had did not contain any non-Western perspective.
- Rarely, the courses I have had mentioned a few non-Western perspectives.
- Often, the courses I have had addressed some non-Western perspectives.
- Very often, the courses I have always had compare Western perspectives to non-Western ones.

**6. How often do your courses focus on specific regions of the world other than the U.S.?**

- Never, the courses I have had only focus on domestic issues.
- Rarely, the courses I have had mentioned a few international issues.
- Often, the courses I have had often addressed emerging global affairs.
- Very often, the courses I have always had compare the issues throughout the world.

**7. What course topic area(s) you have had include non-Western perspectives or emerging issues in regions other than the U.S.? (Check all that apply)**

- ☐ Public administration/management theory
- ☐ Public policy
- ☐ Public finance
- ☐ Leadership
- ☐ Non-profit management
- ☐ Emerging public service issues
- ☐ Urban planning
- ☐ Other (please specify) [ \_\_\_\_\_ ]
- ☐ Not applicable

**8. What particular region (s), other than the U.S., have your courses discussed? (Check all that apply)**

- ☐ Latin America and Mexico (including the Caribbean and South/Central America)
- ☐ Europe
- ☐ Russia and Central Asia (including Kazakhstan, Mongolia, etc.)
- ☐ Middle East/North Africa
- ☐ Sub-Saharan Africa
- ☐ East Asia (including China, Japan, Korea)
- ☐ Southeast Asia (including Vietnam, Indonesia, Philippines, etc.)
- ☐ Pacific (including Australia, New Guinea, New Zealand, etc.)
- ☐ South Asia (including India, Pakistan, Afghanistan, etc.)
- ☐ Other (please specify) [                                  ]
- ☐ Not applicable

**9. On Average, how many international student you usually have in the class?**

- 0, I have never had core courses with international students before.
- 1 to 3,
- 4 to 6,
- More than 7 (includes 7).

**10. Where are you working or plan to seek employment with your degree? (Check all that apply)**

- National or central government in the same country as the program
- State, provincial or regional government in the same country as the program

- ## Part II. Questions on Learning Experiences

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h. Courses dealing with global perspectives are important to understanding the emerging public issues nowadays.						
i. Courses dealing with global perspectives are important to my future career.						
j. The program has prepared me adequately to enter a global working environment.						
K. I have many chances to access international context and materials outside the programs.						

**2. During your interaction with the professor and administrator of the program, how were these aspects of your identity respected?**

	Very good	Good	Fair	Poor	Very poor	Not Applied
Disability	5	4	3	2	1	N/A
Age	5	4	3	2	1	N/A
Ethnicity/racial identity	5	4	3	2	1	N/A
Gender identity	5	4	3	2	1	N/A
Military status	5	4	3	2	1	N/A
Nationality	5	4	3	2	1	N/A
Religious/spiritual	5	4	3	2	1	N/A
Sexual orientation	5	4	3	2	1	N/A
Socio-economic status	5	4	3	2	1	N/A

**3. Please tell us how you think program are doing in the following efforts**

Perfect

Terrible

Not Applied

a. Provide sufficient information about international courses offered outside the program	5	4	3	2	1	N/A
b. Encourage students to learn more about the globalized world	5	4	3	2	1	N/A
c. Emphasize the significance of teaching and learning with a global perspective	5	4	3	2	1	N/A
d. Utilize international course materials in teaching process	5	4	3	2	1	N/A

**4. To what extent do you agree or disagree with the following challenges to learn with a global perspective.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not sure /Not applied
a. I am not interested in global perspectives	5	4	3	2	1	N/A
b. Program does not provide courses on global perspectives or comparative study	5	4	3	2	1	N/A
c. It is hard to fit the global perspective into my plan of study	5	4	3	2	1	N/A
d. Instructors do not have sufficient knowledge on global perspectives.	5	4	3	2	1	N/A

**Part III. Questions on Demographics.**

1. Which university is your current program located in?

University of Alaska Anchorage	AK
University of Alaska Southeast	AK
Auburn University	AL



Auburn University at Montgomery	AL
Columbia Southern University	AL
Jacksonville State University	AL
University of Alabama at Birmingham	AL
Troy University	AL
University of Alabama - Tuscaloosa	AL
Arkansas State University	AR
University of Arkansas, Clinton School of Public Service	AR
University of Arkansas at Little Rock	AR
University of Arkansas - Fayetteville	AR
Arizona State University	AZ
Northern Arizona University	AZ
University of Arizona	AZ
California State Polytechnic University - Pomona	CA
California State University - Bakersfield	CA
California State University - Chico	CA
California State University - Dominguez Hills	CA
California State University - East Bay	CA
California State University - Fresno	CA
California State University - Fullerton	CA
California State University - Long Beach	CA
California State University - Los Angeles	CA
California State University - Northridge	CA
California State University - Sacramento	CA

California State University - San Bernardino	CA
California State University - Stanislaus	CA
Golden Gate University	CA
Middlebury Institute of International Studies at Monterey	CA
Mills College	CA
Naval Postgraduate School	CA
Pardee Rand Graduate School	CA
Pepperdine University	CA
San Diego State University	CA
San Francisco State University	CA
San Jose State University	CA
University of California, Berkeley	CA
University of California, Los Angeles	CA
University of California, San Diego	CA
University of La Verne	CA
University of San Francisco	CA
University of Southern California	CA
University of Colorado Colorado Springs	CO
University of Colorado Denver	CO
Post University	CT
University of Connecticut	CT
University of New Haven	CT
American University	DC
Gallaudet University	DC

Georgetown University	DC
Johns Hopkins University - Graduate Program in Public Policy	DC
The George Washington University	DC
University of the District of Columbia	DC
University of Delaware	DE
Florida Atlantic University	FL
Florida Gulf Coast University	FL
Florida International University	FL
Florida State University	FL
Nova Southeastern University	FL
University of Central Florida	FL
University of Miami	FL
University of North Florida	FL
University of South Florida	FL
Albany State University	GA
Augusta University	GA
Clark Atlanta University	GA
Columbus State University	GA
Georgia College & State University	GA
Georgia Institute of Technology	GA
Georgia Southern University	GA
Georgia State University	GA
Kennesaw State University	GA
Savannah State University	GA

South University	GA
University of Georgia	GA
University of West Georgia	GA
Valdosta State University	GA
University of Guam	GU
University of Hawaii	HI
Drake University	IA
Upper Iowa University	IA
Boise State University	ID
Idaho State University	ID
DePaul University	IL
Governors State University	IL
Illinois Institute of Technology	IL
Kaplan University	IL
Northern Illinois University	IL
Southern Illinois University - Carbondale	IL
Southern Illinois University - Edwardsville	IL
The University of Chicago	IL
University of Illinois - Chicago	IL
University of Illinois at Springfield	IL
Ball State University	IN
Indiana State University at Terre Haute	IN
Indiana University Northwest	IN
Indiana University South Bend	IN

Indiana University - Bloomington	IN
Indiana University-Purdue University, Fort Wayne	IN
Indiana University-Purdue University, Indianapolis	IN
University of Southern Indiana	IN
Kansas State University	KS
The University of Kansas	KS
Wichita State University	KS
Eastern Kentucky University	KY
Kentucky State University	KY
Morehead State University	KY
Northern Kentucky University	KY
The University of Kentucky	KY
University of Louisville	KY
Western Kentucky University	KY
Grambling State University	LA
Louisiana State University	LA
Southern University and A&M College	LA
University of New Orleans	LA
Brandeis University	MA
Bridgewater State University	MA
Clark University	MA
Harvard University	MA
Merrimack College	MA
Northeastern University	MA

Suffolk University	MA
University of Massachusetts - Amherst	MA
University of Massachusetts - Boston	MA
Westfield State College	MA
Bowie State University	MD
University of Baltimore	MD
University of Maryland, Baltimore County	MD
University of Maryland - College Park	MD
University of Maine at Augusta	ME
Central Michigan University	MI
Eastern Michigan University	MI
Grand Valley State University	MI
Northern Michigan University	MI
Oakland University	MI
University of Michigan - Ann Arbor	MI
University of Michigan - Dearborn	MI
Wayne State University	MI
Western Michigan University	MI
Capella University	MN
Hamline University	MN
Minnesota State University, Mankato	MN
University of Minnesota	MN
Missouri State University	MO
Park University	MO

Saint Louis University	MO
University of Missouri - Columbia	MO
University of Missouri - Kansas City	MO
University of Missouri - St. Louis	MO
Jackson State University	MS
Mississippi State University	MS
University of Montana	MT
Appalachian State University	NC
Duke University	NC
East Carolina University	NC
North Carolina Central University	NC
North Carolina State University	NC
The University of North Carolina - Chapel Hill	NC
The University of North Carolina - Charlotte	NC
The University of North Carolina - Pembroke	NC
The University of North Carolina at Wilmington	NC
University of North Carolina - Greensboro	NC
Western Carolina University	NC
University of North Dakota	ND
University of Nebraska Omaha	NE
University of New Hampshire	NH
Fairleigh Dickinson University	NJ
Kean University	NJ
Princeton University	NJ

Rutgers University - Camden	NJ
Rutgers University - Newark	NJ
Rutgers University - New Brunswick	NJ
Saint Peter's University	NJ
Seton Hall University	NJ
New Mexico State University	NM
The University of New Mexico	NM
University of Nevada - Las Vegas	NV
Baruch College - CUNY	NY
Binghamton University	NY
City College of New York - CUNY	NY
Columbia University	NY
Cornell University	NY
John Jay College of Criminal Justice - CUNY	NY
Long Island University - Brooklyn	NY
Long Island University - Post	NY
Marist College	NY
Metropolitan College of New York	NY
New York University	NY
Pace University	NY
SUNY Buffalo State	NY
SUNY College at Brockport	NY
Syracuse University	NY
The New School	NY



University at Albany - SUNY	NY
Bowling Green State University	OH
Cleveland State University	OH
Franklin University	OH
Kent State University	OH
Ohio University	OH
The Ohio State University	OH
University of Akron	OH
University of Toledo	OH
University of Dayton	OH
Wright State University	OH
The University of Oklahoma	OK
University of Central Oklahoma	OK
Oregon State University	OR
Portland State University	OR
University of Oregon	OR
Willamette University	OR
Carnegie Mellon University	PA
Drexel University	PA
Marywood University	PA
Penn State Harrisburg	PA
Shippensburg University	PA
University of Pennsylvania	PA
University of Pittsburgh	PA

Villanova University	PA
West Chester University	PA
Widener University	PA
University of Puerto Rico	PR
Brown University	RI
Roger Williams University	RI
University of Rhode Island and Rhode Island College	RI
College of Charleston	SC
The University of South Carolina	SC
The University of South Dakota	SD
East Tennessee State University	TN
Tennessee State University	TN
The University of Memphis	TN
The University of Tennessee - Chattanooga	TN
The University of Tennessee at Knoxville	TN
Sam Houston State University	TX
Tarleton State University	TX
Texas A & M International University	TX
Texas A&M University	TX
Texas A&M University - Corpus Christi	TX
Texas Southern University	TX
Texas State University	TX
Texas Tech University	TX
The University of Texas - Arlington	TX

The University of Texas at Austin	TX
The University of Texas - Dallas	TX
The University of Texas at El Paso	TX
The University of Texas - Rio Grande Valley	TX
The University of Texas - San Antonio	TX
The University of Texas at Tyler	TX
University of Houston - Master of Public Administration	TX
University of Houston - Master of Public Policy (Hobby School of Public Affairs)	TX
University of North Texas	TX
Brigham Young University	UT
Southern Utah University	UT
University of Utah	UT
College of William and Mary	VA
George Mason University	VA
James Madison University	VA
Old Dominion University	VA
Regent University	VA
University of Virginia	VA
Virginia Commonwealth University	VA
Virginia Polytechnic Institute and State University (Virginia Tech)	VA
Norwich University	VT
The University of Vermont	VT
Eastern Washington University	WA
Seattle University	WA

The Evergreen State College	WA
The University of Washington	WA
Washington State University	WA
University of Wisconsin - Madison	WI
Marshall University	WV
West Virginia University	WV
University of Wyoming	WY

2. What of the following degree programs are you enrolled? (check all that apply)

- ☐ Public Administration
- ☐ Public Policy
- ☐ Public Affairs
- ☐ Government and Not-for-profit Management
- ☐ Public Management
- ☐ Business Administration
- ☐ Public Health Administration
- ☐ Public Policy Administration
- ☐ International Affairs
- ☐ Public Policy and Administration
- ☐ Public Service and Administration
- ☐ Urban Planning
- ☐ Other, please identify [                      ]

3. Please identify your student status:

- ☐ Full-time, in-state
- ☐ Full-time, out-state, but not international
- ☐ Full-time, international
- ☐ Part-time, in-state
- ☐ Part-time, out-state, but not international

4. What is your age?

- ☐ Under 18 years old
- ☐ 18-24 years old
- ☐ 25-34 years old
- ☐ 35-44 years old

- 45-54 years old
  - 55-64 years old
  - 65 or older
5. Which of the following regions have you spend your life in? (Check all that apply)
- United States and Canada
  - Latin America and Mexico (including the Caribbean and South/Central America)
  - Europe
  - Russia and Central Asia (including Kazakhstan, Mongolia, etc.)
  - Middle East/North Africa
  - Sub-Saharan Africa
  - East Asia (including China, Japan, Korea)
  - Southeast Asia (including Vietnam, Indonesia, Philippines, etc.)
  - Pacific (including Australia, New Guinea, New Zealand, etc.)

## **II. Questions toward a temporary resident or an international student**

### **Part I. General Questions on Internationalization**

*Note: For the purpose of this survey, “specific courses with international content” include courses on the theory that involve perspectives and courses that focus on specific regions of the world other than the U.S. “Western countries” are United States, Canada, Australia, New Zealand and European Union countries. “Non-Western perspectives” indicates the democratic government ideas, public policies, and public management strategies in non-Western countries.*

#### **2. How often does your program communicate with you about specific courses with international content, including courses provided by other programs?**

- Never
- Only once, during the orientation or heard from program advisor
- Sometimes, heard from advisors, course instructors, or professors
- Quite often, mentioned by advisors, course instructors, or professors

#### **3. How often does your program communicate with you about the opportunity for study abroad or joint program with a non-US university?**

- Never
- Only once, during the orientation or heard from program advisor
- Sometimes, heard from advisors, course instructors, or professors
- Quite often, mentioned by advisors, course instructors, or professors

- 4. Would you like to receive more information about specific courses with international content, and about study abroad opportunities or internships in other countries?**
- ☐ Yes, I am interested in getting more information
  - ☐ No, I do not need more information.

**Following questions apply to all the courses you take for your current public service degree.**

- 5. How often do your courses include non-Western perspectives?**
  - ☐ Never, the courses I have had did not contain any non-Western perspective.
  - ☐ Rarely, the courses I have had mentioned a few non-Western perspectives.
  - ☐ Often, the courses I have had addressed some non-Western perspectives.
  - ☐ Very often, the courses I have always had compare Western perspectives to non-Western ones.
- 6. How often do your courses focus on specific regions of the world other than the U.S.?**
  - ☐ Never, the courses I have had only focus on domestic issues.
  - ☐ Rarely, the courses I have had mentioned a few international issues.
  - ☐ Often, the courses I have had often addressed emerging global affairs.
  - ☐ Very often, the courses I have always had compare the issues throughout the world.
- 7. What course topic area(s) you have had include non-Western Perspectives or emerging issues in regions other than the U.S.? (Check all that apply)**
  - ☐ Public administration/management theory
  - ☐ Public policy
  - ☐ Public finance
  - ☐ Leadership
  - ☐ Non-profit management
  - ☐ Emerging public service issues
  - ☐ Urban planning
  - ☐ Other (please specify) [                                          ]
  - ☐ Not applicable
- 8. What particular region (s), other than the U.S., have your courses discussed? (Check all that apply)**
  - ☐ Latin America and Mexico (including the Caribbean and South/Central America)
  - ☐ Europe
  - ☐ Russia and Central Asia (including Kazakhstan, Mongolia, etc.)
  - ☐ Middle East/North Africa
  - ☐ Sub-Saharan Africa
  - ☐ East Asia (including China, Japan, Korea)
  - ☐ Southeast Asia (including Vietnam, Indonesia, Philippines, etc.)



d. My instructors/professors are from different regions of the world.						
e. I am able to communicate and interact productively with my classmates who came from different countries.						
f. I believe my American classmates can understand my perspectives very well.						
g. I try to take as many courses on international or non-western subjects as I can.						
h. Courses dealing with global perspectives are important to understanding the emerging public issues nowadays.						
i. Courses dealing with global perspectives are important to my future career.						
j. The program has prepared me adequately to enter a global working environment.						
K. I have many chances to access international context and materials outside the program.						

**2. During your interaction with the professor and administrator of the program, how were these aspects of your identity respected?**

	Very good	Good	Fair	Poor	Very poor	Not Applied
Disability	5	4	3	2	1	N/A
Age	5	4	3	2	1	N/A
Ethnicity/racial identity	5	4	3	2	1	N/A



Gender identity	5	4	3	2	1	N/A
Military status	5	4	3	2	1	N/A
Nationality	5	4	3	2	1	N/A
Religious/spiritual	5	4	3	2	1	N/A
Sexual orientation	5	4	3	2	1	N/A
Socio-economic status	5	4	3	2	1	N/A

<b>3. Please tell us how you think program are doing in the following efforts</b>	<b>Perfect</b>				<b>Terrible</b>	<b>Not Applied</b>
a. Provide sufficient information about international courses offered outside the program	5	4	3	2	1	N/A
b. Encourage students to learn more about the globalized world	5	4	3	2	1	N/A
c. Emphasize the significance of teaching and learning with a global perspective	5	4	3	2	1	N/A
d. Utilize international course materials in teaching process	5	4	3	2	1	N/A

<b>4. To what extent do you agree or disagree with the following challenges to learn with a global perspective?</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not sure /Not applied</b>
a. I am not interested in global perspectives	5	4	3	2	1	N/A
b. Program does not provide courses on global perspectives or comparative study	5	4	3	2	1	N/A

c. It is hard to fit the global perspective into my plan of study	5	4	3	2	1	N/A
d. Instructors do not have sufficient knowledge on global perspectives.	5	4	3	2	1	N/A

### Part III. Questions on Demographics.

1. Which university is your current program located in?

University of Alaska Anchorage	AK
University of Alaska Southeast	AK
Auburn University	AL
Auburn University at Montgomery	AL
Columbia Southern University	AL
Jacksonville State University	AL
University of Alabama at Birmingham	AL
Troy University	AL
University of Alabama - Tuscaloosa	AL
Arkansas State University	AR
University of Arkansas, Clinton School of Public Service	AR
University of Arkansas at Little Rock	AR
University of Arkansas - Fayetteville	AR
Arizona State University	AZ
Northern Arizona University	AZ
University of Arizona	AZ
California State Polytechnic University - Pomona	CA
California State University - Bakersfield	CA

California State University - Chico	CA
California State University - Dominguez Hills	CA
California State University - East Bay	CA
California State University - Fresno	CA
California State University - Fullerton	CA
California State University - Long Beach	CA
California State University - Los Angeles	CA
California State University - Northridge	CA
California State University - Sacramento	CA
California State University - San Bernardino	CA
California State University - Stanislaus	CA
Golden Gate University	CA
Middlebury Institute of International Studies at Monterey	CA
Mills College	CA
Naval Postgraduate School	CA
Pardee Rand Graduate School	CA
Pepperdine University	CA
San Diego State University	CA
San Francisco State University	CA
San Jose State University	CA
University of California, Berkeley	CA
University of California, Los Angeles	CA
University of California, San Diego	CA
University of La Verne	CA

University of San Francisco	CA
University of Southern California	CA
University of Colorado Colorado Springs	CO
University of Colorado Denver	CO
Post University	CT
University of Connecticut	CT
University of New Haven	CT
American University	DC
Gallaudet University	DC
Georgetown University	DC
Johns Hopkins University - Graduate Program in Public Policy	DC
The George Washington University	DC
University of the District of Columbia	DC
University of Delaware	DE
Florida Atlantic University	FL
Florida Gulf Coast University	FL
Florida International University	FL
Florida State University	FL
Nova Southeastern University	FL
University of Central Florida	FL
University of Miami	FL
University of North Florida	FL
University of South Florida	FL
Albany State University	GA

Augusta University	GA
Clark Atlanta University	GA
Columbus State University	GA
Georgia College & State University	GA
Georgia Institute of Technology	GA
Georgia Southern University	GA
Georgia State University	GA
Kennesaw State University	GA
Savannah State University	GA
South University	GA
University of Georgia	GA
University of West Georgia	GA
Valdosta State University	GA
University of Guam	GU
University of Hawaii	HI
Drake University	IA
Upper Iowa University	IA
Boise State University	ID
Idaho State University	ID
DePaul University	IL
Governors State University	IL
Illinois Institute of Technology	IL
Kaplan University	IL
Northern Illinois University	IL

Southern Illinois University - Carbondale	IL
Southern Illinois University - Edwardsville	IL
The University of Chicago	IL
University of Illinois - Chicago	IL
University of Illinois at Springfield	IL
Ball State University	IN
Indiana State University at Terre Haute	IN
Indiana University Northwest	IN
Indiana University South Bend	IN
Indiana University - Bloomington	IN
Indiana University-Purdue University, Fort Wayne	IN
Indiana University-Purdue University, Indianapolis	IN
University of Southern Indiana	IN
Kansas State University	KS
The University of Kansas	KS
Wichita State University	KS
Eastern Kentucky University	KY
Kentucky State University	KY
Morehead State University	KY
Northern Kentucky University	KY
The University of Kentucky	KY
University of Louisville	KY
Western Kentucky University	KY
Grambling State University	LA

Louisiana State University	LA
Southern University and A&M College	LA
University of New Orleans	LA
Brandeis University	MA
Bridgewater State University	MA
Clark University	MA
Harvard University	MA
Merrimack College	MA
Northeastern University	MA
Suffolk University	MA
University of Massachusetts - Amherst	MA
University of Massachusetts - Boston	MA
Westfield State College	MA
Bowie State University	MD
University of Baltimore	MD
University of Maryland, Baltimore County	MD
University of Maryland - College Park	MD
University of Maine at Augusta	ME
Central Michigan University	MI
Eastern Michigan University	MI
Grand Valley State University	MI
Northern Michigan University	MI
Oakland University	MI
University of Michigan - Ann Arbor	MI

University of Michigan - Dearborn	MI
Wayne State University	MI
Western Michigan University	MI
Capella University	MN
Hamline University	MN
Minnesota State University, Mankato	MN
University of Minnesota	MN
Missouri State University	MO
Park University	MO
Saint Louis University	MO
University of Missouri - Columbia	MO
University of Missouri - Kansas City	MO
University of Missouri - St. Louis	MO
Jackson State University	MS
Mississippi State University	MS
University of Montana	MT
Appalachian State University	NC
Duke University	NC
East Carolina University	NC
North Carolina Central University	NC
North Carolina State University	NC
The University of North Carolina - Chapel Hill	NC
The University of North Carolina - Charlotte	NC
The University of North Carolina - Pembroke	NC



The University of North Carolina at Wilmington	NC
University of North Carolina - Greensboro	NC
Western Carolina University	NC
University of North Dakota	ND
University of Nebraska Omaha	NE
University of New Hampshire	NH
Fairleigh Dickinson University	NJ
Kean University	NJ
Princeton University	NJ
Rutgers University - Camden	NJ
Rutgers University - Newark	NJ
Rutgers University - New Brunswick	NJ
Saint Peter's University	NJ
Seton Hall University	NJ
New Mexico State University	NM
The University of New Mexico	NM
University of Nevada - Las Vegas	NV
Baruch College - CUNY	NY
Binghamton University	NY
City College of New York - CUNY	NY
Columbia University	NY
Cornell University	NY
John Jay College of Criminal Justice - CUNY	NY
Long Island University - Brooklyn	NY

Long Island University - Post	NY
Marist College	NY
Metropolitan College of New York	NY
New York University	NY
Pace University	NY
SUNY Buffalo State	NY
SUNY College at Brockport	NY
Syracuse University	NY
The New School	NY
University at Albany - SUNY	NY
Bowling Green State University	OH
Cleveland State University	OH
Franklin University	OH
Kent State University	OH
Ohio University	OH
The Ohio State University	OH
University of Akron	OH
University of Toledo	OH
University of Dayton	OH
Wright State University	OH
The University of Oklahoma	OK
University of Central Oklahoma	OK
Oregon State University	OR
Portland State University	OR

University of Oregon	OR
Willamette University	OR
Carnegie Mellon University	PA
Drexel University	PA
Marywood University	PA
Penn State Harrisburg	PA
Shippensburg University	PA
University of Pennsylvania	PA
University of Pittsburgh	PA
Villanova University	PA
West Chester University	PA
Widener University	PA
University of Puerto Rico	PR
Brown University	RI
Roger Williams University	RI
University of Rhode Island and Rhode Island College	RI
College of Charleston	SC
The University of South Carolina	SC
The University of South Dakota	SD
East Tennessee State University	TN
Tennessee State University	TN
The University of Memphis	TN
The University of Tennessee - Chattanooga	TN
The University of Tennessee at Knoxville	TN

Sam Houston State University	TX
Tarleton State University	TX
Texas A & M International University	TX
Texas A&M University	TX
Texas A&M University - Corpus Christi	TX
Texas Southern University	TX
Texas State University	TX
Texas Tech University	TX
The University of Texas - Arlington	TX
The University of Texas at Austin	TX
The University of Texas - Dallas	TX
The University of Texas at El Paso	TX
The University of Texas - Rio Grande Valley	TX
The University of Texas - San Antonio	TX
The University of Texas at Tyler	TX
University of Houston - Master of Public Administration	TX
University of Houston - Master of Public Policy (Hobby School of Public Affairs)	TX
University of North Texas	TX
Brigham Young University	UT
Southern Utah University	UT
University of Utah	UT
College of William and Mary	VA
George Mason University	VA
James Madison University	VA

Old Dominion University	VA
Regent University	VA
University of Virginia	VA
Virginia Commonwealth University	VA
Virginia Polytechnic Institute and State University (Virginia Tech)	VA
Norwich University	VT
The University of Vermont	VT
Eastern Washington University	WA
Seattle University	WA
The Evergreen State College	WA
The University of Washington	WA
Washington State University	WA
University of Wisconsin-Madison	WI
Marshall University	WV
West Virginia University	WV
University of Wyoming	WY

2. What program you are enrolled?( Check all that apply)

- ☐ Public Administration
- ☐ Public Policy
- ☐ Public Affairs
- ☐ Government and Not-for-profit Management
- ☐ Public Management
- ☐ Business Administration
- ☐ Public Health Administration
- ☐ Public Policy Administration
- ☐ International Affairs
- ☐ Public Policy and Administration
- ☐ Public Service and Administration

- Urban Planning
  - Other, please identify [                      ]
3. Please identify your student status:
- Full-time, in-state
  - Full-time, out-state, but not international
  - Full-time, international
  - Part-time, in-state
  - Part-time, out-state, but not international
4. What is your age?
- Under 18 years old
  - 18-24 years old
  - 25-34 years old
  - 35-44 years old
  - 45-54 years old
  - 55-64 years old
  - 65 or older
5. Which of the following regions have you spend your life in? (Check all that apply)
- United States and Canada
  - Latin America and Mexico (including the Caribbean and South/Central America)
  - Europe
  - Russia and Central Asia (including Kazakhstan, Mongolia, etc.)
  - Middle East/North Africa
  - Sub-Saharan Africa
  - East Asia (including China, Japan, Korea)
  - Southeast Asia (including Vietnam, Indonesia, Philippines, etc.)
  - Pacific (including Australia, New Guinea, New Zealand, etc.)

## **Appendix B**

### **Interview with Program Representatives and Faculties**

**Western Michigan University  
School of Public Affairs and Administration**

#### **TRANSFORMATIVE EDUCATION AND THE INTERNATIONALIZATION WITHIN NASPAA PROGRAMS**

##### **Semi-Structured Interview Questions for Faculties or Program Representatives**

You are invited to participate in a research study conducted by Li Cheng, a Ph.D. candidate in public administration at Western Michigan University. The study is intended to examine what are NASPAA member programs doing to prepare their graduates for today's highly globalized world in hopes of gathering data to drive system-wide change thereby ensuring that graduates of public services programs can adapt to the globalized world. The research will end with a doctoral dissertation paper. Your participation in this study is entirely voluntary.

You will be asked to answer seven interview questions. This is a semi-structured interview. It will take you about **10 to 30 minutes** to respond to all the questions. Your personal information will not be asked during the interview. These questions are regarding your opinions about what efforts that your programs are making in internationalizing curriculum.

All the information collected from you is confidential. This interview will be recorded for only research purpose. Only the investigators of this study have access to the recordings. The analysis data will be retained for at least three years in a locked file in the principal investigator's office.

You may refuse to participate, stop participating at any time of the interview or refuse to answer any question without prejudice, penalty, or risk of any loss of service you would otherwise have. If you have any questions or concerns about this study, you may contact Li Cheng at (607) 371-6892 or at [li.70.cheng@wmich.edu](mailto:li.70.cheng@wmich.edu). You may also contact Matthew S. Mingus, professor, and director of the Ph.D. program at School of Public Affairs and Administration, Western Michigan University at (269)387-8946 or at [matthew.mingus@wmich.edu](mailto:matthew.mingus@wmich.edu).

**Would you like to participate in this study?**

**Yes.**

**No.**

## Questions for the Semi-Structured Interview

*Note: For this survey, “specific courses with international content” include courses on the theory that involve non-Western perspectives and courses that focus on specific regions of the world other than the U.S. “Non-Western perspectives” indicates the democratic government ideas, public policies, and public management strategies in non-Western countries.*

1. Does your program require student to take “international courses”?
2. Does your program offer the opportunity for study abroad or joint program?
3. How often do your courses include non-Western perspectives? If so, what course topic area(s) you have taught include non-Western Perspectives or emerging issues in regions other than the U.S.?
4. How often do your courses focus on specific regions of the world other than the U.S.? If so, what particular region (s), other than the U.S., do your courses have had discussed?
5. Are your students interested in international courses? Why or why not?
6. Are your students interested in learning comparative analysis? Why or why not?
7. What are the challenges of internationalizing curriculum in your program?



## Appendix C

### Additional Tables

<b>Table C1. The Respondent Universities</b>		
<b>States</b>	<b>Universities</b>	<b>Number of Responses</b>
Arizona (AZ)	Northern Arizona University	3
California (CA)	California State University-Dominguez Hills	32
District of Columbia (DC)	Georgetown University	1
Florida (FL)	Florida State University	4
Florida (FL)	University of North Florida	6
Georgia (GA)	Augusta University	5
Georgia (GA)	Clark Atlanta University	9
Georgia (GA)	Georgia Southern University	9
Georgia (GA)	Georgia State University	12
Georgia (GA)	Valdosta State University	1
Hawaii (HI)	University of Hawaii	4
Idaho (ID)	Boise State University	6
Illinois (IL)	University of Illinois-Chicago	3
Indiana (IN)	Indiana University - Northwest	1
Indiana (IN)	Indiana University - Bloomington	3
Indiana (IN)	Indiana University - Purdue University, Fort Wayne	3
Indiana (IN)	Indiana University - Purdue University, Indianapolis	20
Louisiana (LA)	University of New Orleans	1
Massachusetts (MA)	Harvard University	1
Maryland (MD)	University of Maryland, Baltimore County	13
Michigan (MI)	Western Michigan University	9
Missouri (MO)	University of Missouri - Kansas City	13
North Carolina (NC)	North Carolina Central university	1
New Jersey (NJ)	Rutgers University - Newark	26
New York (NY)	Binghamton University	15
Ohio (OH)	Cleveland State University	9
Ohio (OH)	Kent State University	6
Ohio (OH)	Ohio University	7
Ohio (OH)	University of Dayton	2
Ohio (OH)	Other	1
Oregon (OR)	Portland State University	3
Pennsylvania (PA)	Penn State Harrisburg	16
Pennsylvania (PA)	University of Pennsylvania	1

<b>Table C1—Continued</b>		
<b>States</b>	<b>Universities</b>	<b>Number of Responses</b>
South Carolina (SC)	The University of South Carolina	1
Tennessee (TN)	The University of Tennessee - Chattanooga	5
Texas (TX)	Texas A&M University	8
Texas (TX)	The University of Texas - Rio Grande Valley	4
Texas (TX)	University of Houston - Master of Public Policy	2
Utah (UT)	Southern Utah University	8
Virginia (VA)	Virginia Commonwealth University	13
Vermont (VT)	The university of Vermont	2
Washington (WA)	The Evergreen State College	6
Washington (WA)	Washington State University	5
<b>Total</b>		<b>300</b>

<b>Table C2. Degree Programs (Major Field)</b>		
<b>Major Field</b>	<b>n</b>	<b>%</b>
Public Administration	211	58.3
Public Policy	40	11.1
Public Policy and Administration	22	6.1
Public Affairs	22	6.1
Government and Not-for-profit Management	24	6.6
Public Management	14	3.9
Public Health Administration	6	1.7
Public Policy Management	2	0.6
Public Service and Administration	6	1.7
Urban Planning	3	0.8
Student Affairs Administration	3	0.8
Social Work	2	0.5
Others (M.Ed., MS, J.D.)	7	1.9
<b>Total</b>	<b>362</b>	<b>100</b>
<i>Note:</i> Respondents might select more than one option.		

<b>Table C3. Self-identified Student Status</b>		
<b>Student status</b>	<b>n</b>	<b>%</b>
Full-time, in-state	144	48.2
Full-time, out-state, but not international	24	8.1
Full-time, international	19	6.4
Part-time, in-state	104	34.8
Part-time, out-state, but not international	8	2.7
<b>Total</b>	<b>299</b>	<b>100</b>

<b>Table C4. The Percentage of Enrolled Non-U.S. Students</b>	
Academic Year	Percentage of enrolled non-U.S. students
2013-2014	12%
2014-2015	8%
2015-2016	8%
<i>Data source:</i> Previous NASPAA accreditation reports, retrieved at <a href="https://accreditation.naspaa.org/resources/data-on-accredited-programs/">https://accreditation.naspaa.org/resources/data-on-accredited-programs/</a>	

<b>Table C5. Regions in Which the Students Have Spent the Majority of Their Lives</b>						
Regions	U.S. students		Non-U.S. students		All	
	n	%	n	%	n	%
United States and Canada	278	88.3	3	20	281	85.2
Latin America and Mexico (including the Caribbean and South/Central America)	11	3.5	2	13.3	13	3.9
Europe	8	2.5	4	26.7	12	3.6
Russia and Central Asia (including Kazakhstan, Mongolia, etc.)	3	0.9	0	0	3	0.9
Middle East/North Africa	5	1.6	1	6.7	6	1.8
Sub-Saharan Africa	8	2.5	3	20	11	3.3
East Asia (including China, Japan, Korea)	2	0.6	2	13.3	4	1.2
Southeast Asia (including Vietnam, Indonesia, Philippines, etc.)	2	0.6	3	20	5	1.5
Pacific (including Australia, New Guinea, New Zealand, etc.)	1	0.3	0	0	1	0.3
<b>Total</b>	<b>315</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>330</b>	<b>100</b>
<i>Note:</i> Respondents may select more than one option.						

**Table C6. Course Topic Areas That Introduced Non-Western Perspectives or Issues in Regions Other Than the U.S.**

	Course topic areas
Program A	Ethics and social justice, strategic planning, leadership and organizational change
Program B	Governance, public service, budget and finance management, nonprofit management, leadership, policy analysis, project evaluation
Program C	Public administration, international public & NGO management, comparative public administration, corporate responsibility, international development, governance, international capstone, project evaluation, strategic planning, environmental finance, international human rights, nonprofit management
Program D	Foundation of public administration, public policy, community resilient and planning, nonprofit management

**Table C7. Self-identified Nationality Status**

Do you identify yourself as a U.S. permanent resident or a temporary resident?	n	%
A U.S. permanent resident or a U.S. citizen.	342	92.9
A temporary resident or an international student.	23	6.3
I prefer not to self-identify my status.	3	0.8
Total	368	100

**Table C8. Number of International Students in Class**

On Average, how many international students you usually have in the class?	Responses from U.S. students		Responses from Non-U.S. students	
	n	%	n	%
0, I have never had core courses with (other) international students before.	47	14.9	1	5.3
1 to 3	179	5.3	11	57.9
4 to 6	67	56.8	4	21
More than 7 (includes 7)	22	7	3	15.8
Total	315	100	19	100

<b>Table C9. Program Communication about International Courses</b>		
How often does your program communicate with you about specific courses with international content, including courses provided by other programs?	n	%
Never	131	35.6
Only once, during the orientation or heard from program advisor	42	11.4
Sometimes, heard from advisors, course instructors, or professors	137	37.2
Quite often, mentioned by advisors, course instructors, or professors	58	15.8
Total	368	100

<b>Table C10. Program Communication about Study Abroad or Joint Programs</b>		
How often does your program communicate with you about the opportunity for study abroad or joint program with a non-US university?	n	%
Never	146	39.8
Only once, during the orientation or heard from program advisor	37	10.1
Sometimes, heard from advisors, course instructors, or professors	130	35.4
Quite often, mentioned by advisors, course instructors, or professors	54	14.7
Total	367	100

<b>Table C11. Course Topic Areas That Include Non-Western Perspectives</b>		
What course topic area(s) you have had include non-Western perspectives or emerging issues in regions other than the U.S.?		
	n	%
Public administration/management theory	163	61.1
Public policy	117	43.8
Public finance	41	15.4
Leadership	86	32.2
Non-profit management	57	21.4
Emerging public service issues	63	23.6
Urban planning	48	18
Business and/or economics	6	2.3
Social justice or criminal law	2	0.8
Other (including research design/methods, information technology)	15	5.6
<i>Note:</i> Respondents might select more than one option.		

**Table C12. Regions That Have Been Discussed in Public Service Courses**

What particular region (s), other than the U.S., have your courses discussed?

	n	%
Canada	1	0.4
Latin America and Mexico (including the Caribbean and South/Central America)	104	39.4
Europe	193	73.1
Russia and Central Asia (including Kazakhstan, Mongolia, etc.)	52	19.7
Middle East/North Africa	67	25.4
Sub-Saharan Africa	48	18.2
East Asia (including China, Japan, Korea)	118	44.8
Southeast Asia (including Vietnam, Indonesia, Philippines, etc.)	40	15.2
Pacific (including Australia, New Guinea, New Zealand, etc.)	39	14.8
South Asia (including India, Pakistan, Afghanistan, etc.)	51	19.3
No specific regions, but global perspectives broadly	3	1.1
<i>Note.</i> Respondents might select more than one option		

**Table C13. Frequency—Course Content Including Non-Western Perspectives**

How often do your courses include non-Western perspectives?

	n	%
Never, the courses I have had did not contain any non-Western perspective.	63	18.5
Rarely, the courses I have had mentioned a few non-Western perspectives.	192	56.3
Often, the courses I have had addressed some non-Western perspectives.	74	21.7
Very often, the courses I have always had compare Western perspectives to non-Western ones.	12	3.5
Total	341	100

**Table C14. Frequency—Course Content Including Non-U.S. Issues**

How often do your courses focus on specific regions of the world other than the U.S.?

	n	%
Never, the courses I have had only focus on domestic issues.	75	22.1
Rarely, the courses I have had mentioned a few international issues.	189	55.6
Often, the courses I have had often addressed emerging global affairs.	67	19.7
Very often, the courses I have always had compare the issues throughout the world.	9	2.6
Total	340	100

<b>Table C15. Alumni's Satisfaction with the Program on Global Cultural Competency</b>						
To what extent that the program prepared you to communicate and interact productively with a diverse and changing workforce and citizenry	Year of NASPAA alumni survey					
	2014-2015		2015-2016		2016-2017	
	n	%	n	%	n	%
Very unprepared	8	1.4	3	0.7	1	0.2
Unprepared	33	5.9	36	8.0	23	4.1
Prepared	254	45.8	221	49.2	262	46.5
Very prepared	260	46.9	189	42.1	278	49.3
Total	555	100	449	100	564	100
<i>Note:</i> Data retrieved from NASPAA Data Center.						

## Appendix D

### WMU HSIRB Approval Letter

WESTERN MICHIGAN UNIVERSITY



Human Subjects Institutional Review Board

Date: October 9, 2017

To: Matthew Mingus, Principal Investigator  
Li Cheng, Student Investigator for dissertation

From: Amy Naugle, Ph.D., Chair

Re: HSIRB Project Number 17-10-04

This letter will serve as confirmation that your research project titled “Are We Globalized? Transformative Education and the Internationalization within NASPAA Programs” has been **approved** under the **exempt** category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note: This research may **only** be conducted exactly in the form it was approved. You must seek specific board approval for any changes in this project (e.g., ***you must request a post approval change to enroll subjects beyond the number stated in your application under “Number of subjects you want to complete the study.”*** Failure to obtain approval for changes will result in a protocol deviation. In addition, if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

**Reapproval of the project is required if it extends beyond the termination date stated below.**

The Board wishes you success in the pursuit of your research goals.

**Approval Termination:**

**October 8, 2018**

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PHONE: (269) 387-8293 FAX: (269) 387-8276

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