Using a University Network to Advance Internationalization of the Curriculum: A Case Study

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Using A University Network to Advance Internationalization of the Curriculum: A Case Study

Master's Thesis
By

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Universities around the world are increasingly adopting internationalization strategies, which call attention to intentionality in using the curriculum and regional networks as ways to achieve university agendas. Internationalization of the Curriculum (IoC) endeavors are typically led by a select group of individuals within a single university, and often struggle to gain diverse wide-spread support within the university community (Leask, 2013). However, university networks, which demand interconnectivity, have been argued to "constitute the core of internationalisation," and present varied academic opportunities for engagement that expand channels of information sharing and knowledge creation (de Wit & Callan, 1995, p.89). Therefore, university networks have unexplored potential in providing unique learning opportunities for member institutions' faculty and staff in internationalizing their curricula, while also advancing their institution's internationalization agenda. Through a framework of network theories, professional learning theory, and an internationalization of the curriculum conceptual framework, this study investigated faculty and staff engagement with one network, and how their engagement has influenced conceptualizations of internationalization of the curriculum.

Drawing from semi-structured interviews with fourteen members of faculty and staff from two of five universities in a European university network, the results demonstrate that this network supports faculty and staff in contextualizing and conceptualizing internationalization. The analysis points to the differences in conceptualizations of IoC, depending on the level of faculty and staff engagement with the network. The diverse representation of faculty and staff at network events created significant interactions where individuals were able to validate and share their experiences and expertise related to internationalizing curriculum, as well as critically examine their own approaches and university policies. Faculty and staff engagement with the network resulted in mature conceptualizations of internationalizing curriculum, and contributed to a greater adaptability to working in changing, intercultural environments.

The study suggests that engagement in this network is conducive to the internationalization of one's academic Self, and to fostering a greater sense of regional camaraderie (Sanderson, 2008). Finally, the results of this study demonstrate one university network's ability to engage an increasing mass of reflective faculty and staff that are aware of internationalization and its implications for their learning environments. The contributions of this study are significant for university leaders, scholars, and practitioners, and especially those working in the nuanced intersection of internationalizing curricula and university networks.

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CHAPTER 1: INTRODUCTION

1.1 Introduction

Internationalization is vitally important for universities today. Partnerships of universities are a crucial part of institutional internationalization strategies and have contributed to innovative programs and initiatives (Tadaki & Tremewan, 2013). In the European region, scholars have claimed university networks to "constitute the core of internationalisation" (de Wit & Callan, 1995, p.89).

There is little evidence, however, of the deep impact of these network partnerships on the internationalization of teaching and learning.

This research investigated the influence that the U4Society network of universities has on faculty and staff approaches to the internationalization of the curriculum.

Research into this topic is important as universities continually prioritize strategic network affiliations in order to achieve internationalization agendas, without articulating how or if faculty and staff working in these spaces will be supported. In addition, there are no existing studies that analyze the implications of working in international networks on faculty and staff professional learning and curricular development. This is problematic as there is an alarming disconnect between university expectations for teaching and

learning, versus the reality of faculty level support required in order to achieve strategic agendas.

1.2 Purpose of the Study

Within strategic plans, the curriculum is the means which provides all students opportunities to benefit from intercultural skills development, international perspectives, and diverse knowledge, yet, faculty and staff are often not well prepared and under-supported in these endeavors (Leask & Brewer, 2012). This disconnect between university aims in agendas and designated support at the faculty level leads to temporary, unsustainable internationalization of the curriculum applications. However, university network affiliations present dynamic learning opportunities for faculty, staff, and students.

Membership in networks derives from an institution recognizing that by joining, they will benefit in ways that they cannot achieve independently (Brown, 2014; de Wit, 2004). Networks typically emphasize the economic benefits related to educational opportunities through resource sharing and new joint degree programs, with the intention to stimulate knowledge production and increase their institution's reputation (Brown, 2014; de Wit, 2004). Regional networks are often included in internationalization strategies, parallel to teaching and learning, with little reference to how both areas intersect.

Internationalizing curricula is one way universities can ensure that all students gain international perspectives, while benefiting from diverse knowledge and skills

development (Leask, 2015). While universities around the world recognize the need to internationalize curricula, as indicated in many international global surveys, universities do not symmetrically support faculty and staff in curricular internationalization. Studies on internationalization of the curriculum consistently emphasize the challenges academic staff face in gaining wide-spread support of the university community (Green & Whitsed, 2015).

At the same time, international networks are commonly used strategically by universities to achieve their internationalization agendas, which rely on faculty and staff to lead academic opportunities. Therefore, there is reason university leaders and others assume that faculty and staff benefit by working in network environments in ways that support their teaching and learning. The educational working environments of international university networks may be conducive to the development of teaching and learning, and simultaneously enhance internationalization agendas. However, the literature exploring this topic is limited. In addition, empirical studies analyzing the educational and socio-cultural dimensions of these engagements, in relation to faculty and staff engagement, are nonexistent. A major question lies in if faculty and staff from different institutions that belong to the same network are influenced in their curricular development and professional learning. Therefore, this study explores the question: How does working in the U4Society network influence the approaches of internationalization of the curriculum of its member institutions' faculty and staff?

In order to understand the contours of influence, the broader question is supported by two sub-questions. Since networks involve multiple associations between individuals, it is necessary to first understand the nature of engagement with the network. The first

sub-question is posed to better understand network participation:

1. How do faculty and staff engage with the U4Society network?

After understanding the ways faculty and staff participate and the extent of their participation, the second sub-question will explore how engagement influences faculty and staff conceptualizations of internationalizing the curriculum:

2. How does engagement in the network influence faculty and staff conceptualizations of internationalization of the curriculum?

After analyzing the data collected, the sub-questions will help answer the research question.

1.3 Research Design

The overall research strategy was qualitative, because the research aimed to better understand the phenomenon through the subjective perspectives of faculty and staff's network experiences (Creswell, 2013). Therefore, open ended, semi-structured interviews were used to collect the data. Open ended interviews allowed participants to discuss relevant topics at length and provide rich personal accounts. At the same time, it was important to collect perspectives on a few of the same key themes for a more grounded analysis, which was achieved through semi-structured questions.

The analysis of the data was understood through a theoretical lens that combined network theories, professional development theories, and an internationalization of the curriculum (IoC) conceptual framework. The Strength of Weak Ties (Granovetter, 1973) theory framed how faculty and staff engagement with the network was understood, and how engagement influenced their conceptualizations of internationalizing curricula. An internationalization of the curriculum conceptual framework was applied to better understand how the multiple contexts within the network affect interactions, and how those contexts and interactions may influence paradigms of knowledge, attitudes, and pedagogical practices (Leask, 2015). The Continual Professional Learning (Webster-Wright, 2009) theory was applied to acknowledge significant moments of learning for faculty and staff in relation to their curricular internationalization approaches. Together, these theories and the conceptual framework framed the discussion and understanding of influence that the network experiences have had on the faculty and staff approaches of IoC.

This qualitative study focused on a small network in Europe, and implemented a multi-site case study to explore experiences of faculty and staff from two institutions within the network. This network, the U4Society network, and the two institutions in focus, were selected on the basis of their preexisting, publically documented, IoC initiatives. These initiatives indicate that the two universities are actualizing their internationalization agendas independently from the network, and would do so regardless of the network's existence. The methodology is further explained in chapter 3. Results of the study are presented in chapter 4, and explored in relation to the literature in chapter 5.

Definitions

There are four key terms that are used throughout the research and are defined below:

University networks are voluntary, multipurpose arrangements between three or more universities. Networks have a general objective, are typically steered by the universities' presidents or rectors, and "have an indefinite lifespan" (de Wit, 2004, p.36).

Network activities are the formal and informal interactions between individuals that happen within the network (Fastner, 2016). Activities include but are not limited to: academic programs, conferences, meetings, research engagements, grant proposals, and mobility of students, faculty, and staff (Fastner, 2016).

The internationalization of the curriculum (referred to as IoC) refers to the formal, informal, and hidden curriculum (Leask, 2015). The formal curriculum includes the planned outcomes and assessments of a program of study. The informal curriculum refers to the support services outside of the classroom that are not assessed but support student learning, and the hidden curriculum includes the paradigms of knowledge and invisible meanings (Leask, 2015; Margolis, 2001).

Faculty and staff engagement does not have a commonly cited definition, but for the purpose of this study adapts a student engagement definition. Faculty and staff engagement is the "academic, social, and behavioral experiences" that faculty and staff participate in, formally and informally, that enhance their understanding of the work they do (IGI Global, n.d).

1.4 Overview of the thesis

Chapter one outlines the study and provides an introduction to the theoretical framework and key terms. Chapter two explores literature on the three key strands of the study: internationalization, university networks, internationalization of the curriculum, and professional learning. Chapter two ends with how these strands intersect, through the theoretical framework. The study's methodology is outlined in chapter three, followed by a presentation of the findings in chapter four. Finally, chapter five synthesizes the findings in relation to the theoretical framework and previous studies, and provides insights for scholar practitioners in the field.

CHAPTER 2: LITERATURE REVIEW

The internationalization of higher education is innately bound to globalization, which can be understood as a "blurred economic and political phenomenon" (Unangst & Barone, 2019). In response to globalization, universities around the world have created policies and plans to steer internationalization activities. Where internationalizing teaching and learning is prioritized in strategic plans, initiatives supporting the concerted development of faculty and staff receive less attention, with a preference for research excellence (Altbach et al., 2010). University affiliations in the form of international network alliances have developed alongside internationalization, yet, the literature has not addressed how they may add value to the development of faculty and staff and their curricula. This study aims at understanding how faculty and staff's learning and curricular development is influenced in these international contexts. Therefore, the following sections explore existing literature on these strands separately: internationalization and university networks; the process of internationalizing the curriculum and faculty and staff involvement; professional development, and networked approaches to professional development. The chapter concludes with an explanation of the theoretical framework.

1.1 Globalization and Internationalization in Higher Education

Globalization, often characterized by the increased interdependence of nation states and free trade, is underpinned by political and economic agendas. Globalization has been associated with consequences such as reduction of the state sovereignty, the ability to resist world market rules, and the possibility of cultural autonomy and identity stability (van der Wende, 2004, Wallerstein, 2006). Concurrently, globalization is a force which drives higher education institutions to function in a competitive, politically and economically driven paradigm (Altbach & de Wit, 2015; Leal, 2019). Higher education has played a significant role in this competitive arena by contributing to and leading what has been called the "global knowledge economy" (Altbach, 2016). Competition to excel in the knowledge economy has heightened pressure on universities around the world and consequently challenged university missions, values, and higher education's purpose in society.

In order to navigate pressures of globalization, universities have adopted internationalization policies and plans that help draw attention to mobility, research, teaching and learning (de Wit & Callan, 1995). Internationalization in higher education is usually referred to as "an intentional process undertaken by higher education institutions in order to enhance the quality of research and education for all students and staff, and to make a meaningful contribution to society," (de Wit et al., 2015, p. 29; Knight, 2004). Thus, internationalization is intentional, and an evolving concept as much as a strategy (de Wit, 2019).

In concert with increasing globalization, universities' rationales to internationalize have developed and consequently shape ensuing engagements. Rationales can be academic, social/cultural, political, or economic (de Wit & Callan, 1995, Knight & de Wit, 1995; Knight, 2004) or humanitarian (Streitwieser et al., 2019). These rationales are not exclusive to one another; often, internationalization endeavors are multidimensional, and motivations change to accommodate fluctuating internal and external stakeholders' interests (de Wit & Callan, 1995; de Wit, 2004). National and supranational actors often incentivize the economic rationale, which subsequently frames academic engagements. This is demonstrated by the European Commission in its effort to promote international cooperation in education and research, but with the motivation to attract students and scholars in order to compete for global talent and build prestige ("Why is international…," n.d).

Knight and de Wit (2018) refer to the growing competitiveness in knowledge creation as a form of soft power, and stress the need to counter it with a paradigm of diplomacy, underscoring the importance of socio-cultural and academic dimensions. These scholars observe the economic and political rationale to internationalize to be progressing asymmetrically from academic and cultural rationales (de Wit, 2004; Knight & de Wit, 2018). Therefore, the economic rationale to internationalize has remained a primary force in shaping internationalization agendas and activities, and is mediated by a reoriented focus on the understated academic-socio-cultural components of such engagements.

Activities encompassed in internationalization include academic programs, research, mobility, curriculum development, and external relations; all of these activities

function as channels through which institutional internationalization missions are achieved (Hunter & Sparnon, 2018; Teichler, 2004). Therefore, the concept includes a wide range of engagements and activities that can be categorized as 'at home,' relating to all on campus or domestic activities and services, or 'abroad', where outside engagements promote actualization of internationalization agendas (Hunter & de Wit, 2016; de Wit, 2019).

Despite a pervasive economic paradigm guiding the agendas of various internationalization initiatives, the programs and projects resulting from those same initiatives are often disconnected and under-supported (Hunter & Sparnon, 2018; Hunter & de Wit, 2016; Kirk, et al., 2018). As a result, many initiatives affecting teaching and learning within the faculty level are fragmented, depend on limited financial support, and rely on a handful of personally invested stakeholders who have taken the initiative to lead such projects (de Wit & Callan, 1995; Kirk, et al., 2018). The misalignment between idealized strategic aims and activities contributes to unsustainable foundations (de Wit & Callan, 1995; Kirk, et al., 2018). Therefore, Rumbley (2019) calls attention to the importance of thoughtfully and purposefully engaging, building alliances, and creating synergies between stakeholders through "intelligent internationalization," (p. 17) which stresses intention, logic, interconnectedness, and an imperative to connect unlikely actors of internationalization to collectively accomplish agendas.

Based on results of an analysis of internationalization in European higher education institutions, de Wit, Hunter, and Coelen (2015) make three important claims that are central to this study: 1. Improving teaching and learning is essential to better prepare students for globalized environments; 2. Regional and national policies influence

institutional internationalization plans; and 3. Strategic partnerships are evolving as ways to support institutional internationalization. The intersection of these three sentiments points to an emphasis on dimensions of strategic alliances that are not commonly acknowledged or studied, and calls attention to the explicit and tacit educational benefits intertwined in academic alliances that function in multicultural spaces. This intersection is important to explore as teaching and learning benefits within these engagements are implied or assumed, rather than being empirically evaluated or explicitly and adjacently acknowledged. If international alliances are strategically selected as ways to achieve institutional internationalization agendas, the learning experiences and knowledge production enmeshed within these engagements is crucial in understanding in order to connect policy to practice (de Wit, et al., 2015).

A significant component of internationalization that represents convergence of competing rationales is found in the creation of university alliances, in the form of partnerships and networks. In line with Fumasoli & Huisman (2013), universities have agency in strategically positioning themselves in their environment, and are capable of steering institutional activity and external relations in order to better enhance academic and research opportunities, and their position, globally. This exertion of agency is exemplified in the selection and establishment of network affiliations, and the academic engagements there within. Therefore, agendas for joining and establishing university networks hold a great deal of power, as they shape objectives for further action (Valimaa, et.al., 2016). Yet, international networks of universities as related to internationalization efforts have not been sufficiently explored by researchers.

2.1.1 University Networks

When capabilities and resources are limited at individual institutions, universities seek competitive advantage by partnering with other institutions, regionally and internationally in the creation of alliances, or consortia (for the rest of the study, referred to as networks) (Fastner, 2016; Middlehurst, 2015). Networks of universities present additional opportunities for universities to converge internationalization agendas and position themselves to benefit from expanded opportunities, a form of 'competitive advantage' (Brown, 2014; Huxham & Vangen, 2008). Though rationales for participation are typically economically driven, networks offer increased collaborations in education, research, leadership, and other joint venture opportunities (Brown, 2014; de Wit, 2004).

University networks are typically voluntary in participation, composed of at least three member institutions, and have an overarching goal to produce and disseminate knowledge (Denham, 2002). Networks can be organized geographically: nationally, regionally, and/or internationally, as well as on the consensus of their shared goal or agreed-on mission (Beerkens, 2018). While at times networks assemble through similar disciplines per university, others partner with industry and/or national agencies (Brown, 2014). Though networks can include anywhere from ten to over one hundred partners, more recent networks of universities tend to be smaller and have a focused mission, which underscores strategic engagement in the global knowledge economy (Fastner, 2016).

Rationales for establishing networks overlap with those to internationalize (as described in 2.1), however, an additional rationale unique to networks is 'the comprehension factor', which addresses the rapidly changing nature of globalization (de

Wit, 2004, p. 32). As a way to understand the rapid growth of universities and enrollment, 'the comprehension factor' explains that some university networks emerged in order for institutional leaders to gain better understandings of changing environments (de Wit, 2004). In this way, regional university networks that are also international, such as the U4Society network, a network of five universities in different countries across Europe, provide diverse channels for leaders to stay actively involved and informed about the global knowledge economy, while at the same time maintaining relevancy and progressing their own institution's agenda.

Regional university networks not only allow retention of local traditions and values, but more importantly, position alliances between complementary institutions to result in more equitable and sustainable relationships (Ewert, 2012; Maringe & de Wit, 2016). Although unequal partnerships between the global north and south risk strengths and weaknesses being exploited, other scholars have argued that regional networks have the potential to further perpetuate global inequities by aligning already strong institutions with each other, specifically those in the global north (Harrison, et.al., 2016; Maringe & de Wit, 2016). An example of an already powerful region assuming this approach is demonstrated in Europe's ambitious European University Initiative (EUI), where seventeen European networks of universities will be funded as an extension of a comprehensive, regional strategy (O'Malley, 2019). The European University Initiative is one of several strategically funded educational initiatives in the region that bolsters 'Europeanisation.'

'Europeanisation' represents the evolving power of Europe founded in cooperation, for the purpose of increased economic growth and stability (van der Wende,

2004). Europeanisation was developed through cooperation in 'economic, social and cultural activities,' and reinforced by support from the European Union in policies that steer the convergence and integration of higher education (van der Wende, Teichler, 2004; Robertson & Komljenovic, 2016; Killick, 2017). While scholars have argued Europeanisation to be largely political, it encourages the establishment of regional university networks, and has led to internationalization becoming more central to institutional and national agendas, rather than peripheral (Beerkens, 2018; Killick, 2017; van der Wende, 2004). Major movements that both reflect and propel Europeanisation are Erasmus, a program promoting student and scholar mobility, and the Bologna Process, which homogenized the architecture of higher education systems (Botto, 2016; de Wit, et.al., 2015). These supranational movements together have created an infrastructure for greater mobility for students across Europe, unified forms of quality assurance, and led to the establishment of the European Higher Education Arena (EHEA) (Chou & Ravinet, 2017). Therefore, Europeanisation in the 21st century represents supranational steering of its HEIs, whose own agendas increasingly incorporate internationalization plans and policies, and use regional university networks as a breeding ground for stimulating collective knowledge creation in order to stay competitive as a region (van der Wende, 2004). Implied in this regional strategy are enhanced learning environments that directly benefit students and those working within network engagements.

Despite the largely political and economic agendas that have driven the establishment of networks, the opportunities that arise within multinational network engagements might result in positive outcomes for students and faculty; specifically, learning among these constituents that may take place via networks activities could

support the internationalization of the curriculum. Besides enhancing collaboration opportunities, working in multicultural contexts has the potential to prepare graduates for globalized employment environments in building diverse skill sets and increasing innovation (Killick, 2017). These same multicultural contexts also present learning opportunities for the staff and faculty involved. However, the concurrent faculty development required to support student learning is often not incentivized or supported institutionally. Many of Europe's public research institutions incentivize faculty to publish and contribute to the knowledge economy, rather than to pursue engagements "...to develop their skills or be concerned with teaching quality," (Altbach, et al., 2010, p.111). Though the concept of one's 'Global self' has been associated with skills development of students for changing work environments, the current context calls more attention to other facets of the curriculum, and the parallel development of faculty and academic staff so that they can adequately support student learning (Killick, 2017).

Internationalization, the forces driving it, and its role in shaping university networks have been discussed in this section. The proceeding section will explore the "backbone" (Knight, 1994, p.6) of internationalization, the curriculum, the significance of faculty and staff's professional learning, as well as networked approaches to professional learning.

2.2 Internationalization of the Curriculum

The way faculty teach, as well as their beliefs, values, and knowledge, significantly influence student learning (Killick, 2017). Learning and teaching, therefore, must be

approached in tandem (Killick, 2017). Due to the fact that in many cases faculty decide much of what and how content is delivered, they bear a great deal of responsibility in the connection between learning and teaching (Killick, 2017). The curriculum encompasses all aspects of teaching and learning and demands active involvement at the faculty and staff level, which should be supported and prioritized by institutional and national policies and plans (Leask, 2015). The previous section outlined the significance of internationalization in university policies and subsequent engagements, specifically in connection to network alliances. Subsequent pages aim at exploring the literature on internationalizing teaching and learning (teaching and learning here onwards referred to as the curriculum) and the role of academic faculty and staff in the process.

2.2.1 What is IoC?

The curriculum provides opportunities for faculty and academic staff to develop learning outcomes, content, and classroom activities to better prepare students for diverse global environments (Leask, 2015). While Europe's Erasmus program facilitates and encourages student mobility, the reality is that around 80% of students do not participate in mobility opportunities (Leask & de Wit, 2015). Thus, the curriculum has the ability to support all students in developing skills and attitudes, regardless of their mobility during the degree program (Leask, 2015).

Leask (2015, p.9) defines internationalizing the curriculum as: "the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support

services of a program of study," which calls attention to the professional practice, as well as a re-conceptualization of the content being delivered.

There are three interconnected components within the curriculum: the formal, informal, and hidden (Leask, 2015). The formal curriculum refers to the documented learning outcomes, assessments, and expected series of courses and activities per degree program (Leask, 2015). In the context of university networks, the formal curriculum is implied to benefit from such associations in the oft stated creation of new degree programs or development of previously existing courses (Brown, 2014). Therefore, in this study, the formal curriculum is relevant due to the implications that networks have on the creation or expansion of programs and courses. Additionally, it is relevant to this study in relation to a network's potential influence on the way faculty and staff perceive the formal curriculum.

Likewise, the hidden curriculum, which refers to the implicit and subconscious messages that faculty inculcate, has unexplored potential in the context of network engagements. The hidden curriculum represents unstated expectations, values, and paradigms of knowledge that frame student learning (Leask, 2015; Marigold, 2001, Mestenhauser, 1998). These subtle messages are conveyed through textbook choices, disciplinary paradigms, attitudes, and behavior (Marigold, 2001, Leask, 2015). Due to the fact that these messages are often conveyed without ongoing critical reflection or intentionality, scholars have observed the hidden curriculum's potential to replicate and reinforce social power hierarchies, unless continually re-examined (Leask, 2015; Marigold, 2001).

In this study, the hidden curriculum is of particular interest in its emphasis on various ontologies of knowledge in a network context. Due to the fact that diverse members of faculty and staff from network member institutions potentially interact with each other in a multitude of ways, the knowledge environment of networks may be conducive to introducing faculty and staff to different paradigms of knowledge, values, and beliefs. This notion holds particular value for international networks, like the U4Society network, where there is likely an overt cultural dimension in interactions, where the hidden curriculum is knowingly or unknowingly interwoven in conversations because of different national contexts in academic engagements.

The activities and services outside the classroom that support student learning but are not assessed, comprise the informal curriculum (Leask, 2015). Examples of this can be found in student networking groups and extracurricular activities. Since this study explores faculty and staff involvement in network engagements and their connection to the internationalization of the curriculum, the informal curriculum will not be extensively analyzed.

An internationalized curriculum is one important component in assisting institutions achieve international agendas, and aims at better preparing graduates for dynamic social environments. Graduate attributes commonly entail students to be capable of responding ethically and responsibly, which require communicative and cognitive skills development (Leask, 2015). Students are not the only ones that benefit from an internationalized curriculum, the process of internationalizing curricula also benefits the faculty and staff involved. Therefore, IoC is argued to be a driver of enhancing teaching

and learning and a way to provide more inclusivity for marginalized students, which stimulates and demands innovative academic engagement (Hunter & de Wit, 2016).

Faculty and staff are thus essential in the curriculum internationalization process (Leask, 2015, Childress, 2010). The purpose of the academic community's involvement is not only due to faculty and staff direct responsibilities regarding curricular development and implementation, but equally, in further building a critical mass of internationally minded professionals to help disburse involvement and foster a campus-wide international culture (Killick, 2017; Knight, 1994). However, research on IoC consistently stresses the numerous obstacles in gaining interest and continued engagement from faculty and staff.

One commonly cited challenge in gaining wide-spread interest and involvement is in the varied, or sometimes, lack of understanding of what internationalization means. Studies emphasize that faculty and staff within institutions actively working on internationalization of the curriculum exhibit varying conceptualizations of internationalization, global learning, and global citizenship (Kirk et al., 2018). Without providing space and time to connect and establish consensus, typically done through professional development sessions via initiatives or communities of practice, faculty and staff understanding is limited, superficial, and subjective (Brewer & Leask, 2012; Green & Whitsed, 2015; Zou et al, 2019). These uneven understandings lead to confusion, and faculty and staff implying their own meanings. Ultimately, without developing consensus within faculty and staff, those implementing curricular initiatives can subsequently fail to ignite interest, continued engagement, meaningful reflection, and the greater systemic change that is idealized at the onset of the initiative (Schuerholz-Lehr, 2007).

There are several attributes that limit faculty and staff engagement and have been identified as 'blockers' (Leask, 2015). Personal blockers reflect the degree of motivation for initial engagement in IoC, as well as willingness and commitment to become invested in deeper change (Childress, 2010; Leask, 2015). Personal blockers often refuse engagement due to a general lack of confidence, agency, and resources (Leask, 2015). Along the same line, cultural blockers typically refuse to engage due to the context of their disciplinary background, and deeply held intellectual convictions. Those that identify as such can become engaged, but facilitation of discussions and deep collective inquiry is required (Childress, 2010; Leask, 2015). Institutions that do not have the resources to reach such academics may overlook investing in immediate efforts to engage blockers. Faculty and staff attributes, disciplinary culture, and rationales for IoC, are often tightly related to the depth of academics' conceptualizations of IoC (Childress, 2010; Green &Whitsed, 2015; Kirk et al., 2018; Zou et al., 2019).

In addition, in order to accommodate the changing needs of students and external stakeholders, faculty and staff's own intercultural competencies must be reflected in the curriculum. Scholars have probed the notion of faculty's perception of their own intercultural competence versus the reality, and discovered that faculty tend to over-acknowledge their competencies, which stifles interest in engaging in IoC (Helms, 2004; Schuerholz-Lehr, 2007). Therefore, scholars have suggested that faculty competencies be assessed and systematically supported (Childress, 2010; Leask, 2013). Likewise, Sanderson (2008) posits that faculty must undergo a holistic transformation of Self when internationalizing their curricula.

In internationalizing one's academic Self, faculty and staff must view themselves and their academic subject through various cultural lens in order to accommodate diverse profiles of learners (Sanderson, 2008). Sanderson (2008) further emphasizes that academics must exude those values consistently, rather than as values that can be 'turned off'. Studies have explored the transformation of Self in relation to IoC approaches, where academics experience changes in their professional and personal growth as a result of deep, personal, inquiry. The tacit changes that designate transformative experiences have contributed to academics' ability to question global hierarchies and to better understand their own biases (Clifford & Montgomery, 2015; Hartzell, 2019; Niehaus & Williams, 2016). As a result of transformative IoC experiences, studies indicate that academics feel more prepared to assist students to be socially responsible "agents of change" (Clifford & Montgomery, 2015, p. 60).

In sum, curriculum internationalization has the potential to enable faculty and staff in exploring their own skills and knowledge to better support student learning. However, bound in the change process are many obstacles that impede meaningful applications. While faculty may receive immediate support in the IoC process within their department or institution, external engagements, such as networks, may support and sustain applications. The value that network engagements add to IoC initiatives may be better understood by examining the 'social' aspect of the process, as networks demand cooperation.

2.2.2. A Social Process

IoC is inherently social, and is an ongoing process. Early studies on IoC presented it to be a process of "educational change," which positioned the concept to be viewed in incremental stages and to have a conceptualized goal being worked towards (Bremer & Van der Wende, 1995 p.11). In this way, IoC does not have an end; it is iterative and demands continual reflection in order to stay relevant and meet the needs of students. In addition, the process is heavily dependent on the individuals surrounding it; IoC is "driven and delivered by faculty, staff, and students" (Hudzik, 2015, p. 7). Therefore, the process of IoC must be understood through the spaces and times that academics converge to drive the process forward.

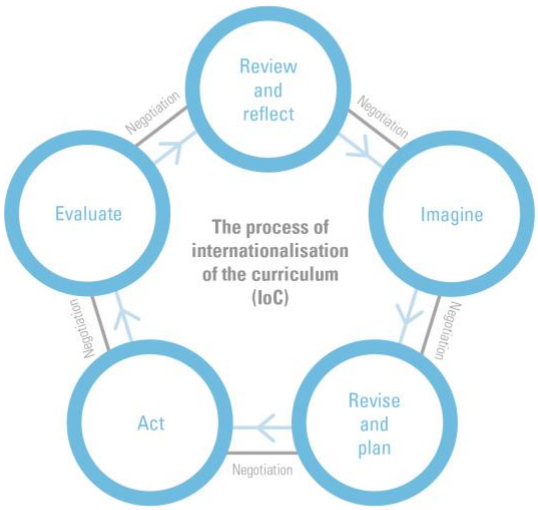
One process diagram developed by Leask (2013) illustrates how academics can approach IoC (see figure 1). This diagram was developed based on an action research project in Australia on IoC, and the results were informed by a variety of international faculty and staff that served as a reference group, which confirms the importance of social interaction for internationalizing curricula (Leask, 2013).

The diagram aims at outlining the stages of development for IoC, and can be adapted per situation and context. In Leask's (2013) suggested process, five stages are described. The first stage, review and reflect, prepares academics for deeper discussions by discussing definitions, concepts, the purpose, and setting goals (Leask, 2013). The second stage is to encourage academics to imagine their role in and vision of internationalizing their curriculum and program of study. In this stage, possibilities are explored, and previous ways of approaching the curriculum undergo critical reflection to

allow space for imagined opportunities (Leask, 2013). These first two stages hold tremendous unexplored potential in the context of external engagements, due to the fact that they set up the foundation for future action, and are not yet limited by national, institutional, or departmental restrictions. Whereas, the rest of the stages, three, four, and five, involve creating short term and long term plans. It is in these stages that the institutional, local, and national contexts may pose specific obstacles that could impede further progress (Leask, 2013).

Figure 1

The process of internationalisation of the curriculum (IoC)



*Note:*The process of IoC, taken from "Internationalizing the Curriculum in the Disciplines: Imagining new possibilities," by Leask, B. 2013, *Journal of Studies in International Education, 17*(2), p. 107 (https://doi.org/10.1177/1028315312475090).

Throughout these stages, Leask (2013) underscores that providing space and resources for faculty and staff to 'imagine' possibilities within IoC is crucial for all proceeding stages. In the time between every stage, meanings are negotiated and consequentially determine the scope and shape of faculty approaches. In this study, the reflect and review, and imagine stage, in university network contexts may allow academics to share experiences, examine their own practice and perceptions, and explore alternative paradigms and approaches. In this way, the imagine stage can, and should, evolve through discussions with other faculty and staff (Leask, 2013).

Formal and informal interactions that connect faculty and staff from other departments, disciplines, and institutions, are occasions that could ignite imagination, and are not yet limited by institutional or national policies and practices. IoC studies demonstrate how such conversations tend to be confined to small project teams (Childress, 2010; Leask, 2013). In addition, the depth of conceptualizations of IoC are largely influenced by disciplinary cultures (Clifford, 2009). Faculty and staff conceptualizations of IoC, therefore, reflect as much or as little as they are challenged in their approaches and attitudes (Clifford, 2009).

Until date, research on IoC has analyzed approaches and experiences within a department or single institution, but has not yet explored related experiences in the context of network affiliations (Leask, 2013). A university network, depending on its identity and agenda, may provide extended opportunities to discuss conceptualizations with more diverse faculty and staff. The advantage of working in network contexts is in

its potential to extend discussions that are relatively isolated, to a broader, multi-disciplinary, academic community. Through extending conversations, faculty and staff are likely to be exposed to different ways of knowing and being, as is suggested in the IoC process (Leask, 2015). Therefore, network engagements may stimulate reflection on practices, approaches, and attitudes in meaningful ways that support IoC.

Though European supranational and university agendas repeatedly claim that the value of teaching and learning and desire to "...provide opportunities for enhancing academics' teaching competences" as a top priority, the reality is that professional development is seen as optional and opportunities are presented on an ad hoc basis (European Commission, 2018, p.47). In the European University Association's 2018 survey on higher education in Europe, over half of the responding institutions claimed that professional development opportunities were either not available at their institution, or only available upon request. These results point to a stark disconnect between proclaimed priorities versus faculty and staff realities. In addition, the results indicate that improving teaching in European universities is largely expected but not systematically sustained. This ad hoc approach at supporting faculty adds tension to an already vulnerable process of curricular internationalization, and impedes the success of actualizing agendas.

Cross-disciplinary engagement of faculty and staff in the process of IoC is essential, yet in many ways, not incentivized. As such, studies analyzing faculty engagement in IoC are still evolving. Therefore, finding other measures of faculty and staff support, beyond IoC initiatives, is key. How universities have attempted to support

the development of faculty and staff will be discussed in the next section, in addition to networked approaches of faculty development.

2.3 Professional Development

Universities often express the desire for better quality teaching and learning, however, the support and recognition for faculty and staff engagement is not symmetrically prioritized (Smitha & Bath, 2003). There is a growing number of studies on professional development (PD), but Webster-Wright (2009) calls for a reorientation of the conceptualization of PD.

Continuing professional learning (CPL) clarifies that the focus of adult learning ought to be viewed on a continuum, holistically (Webster-Wright, 2009). CPL is different from professional development in that it is not an isolated, singular activity, rather, it accounts for perceived learning in and outside work, through conversations and experiences (Webster-Wright, 2009). CPL builds off of Wenger's (1999) communities of practice which argues that learning is effective when directly connected to real experiences. Therefore, CPL is contextualized, social, active, and ongoing (Webster-Wright, 2009). This forces researchers to study experiences that academics feel had an influence, rather than try to quantify development.

Though studies indicate that there is no consistent correlation between student evaluations and better quality teaching (Kember, et al., 2002), studies find that when academics engage in continual professional learning, students are positively influenced, as well as the academics' own understanding of pedagogical frameworks, ability to

improve learning outcomes and departmental attitudes (Englund et al., 2018; Knol, et al., 2016; Trigwell, 2013). Englund et al.(2018) point to paradoxes across contexts in relation to CPL, and note that it is supported and rewarded differently, between and within contexts: departmental, institutional, and national. Therefore, context specific interventions, sustained support, and institutional and national policies play significant roles in shaping the culture and motivation to participate in continual professional learning.

2.3.1 Network Approaches to Professional Learning

In the same vein of IoC and CPL being socially-oriented processes, network approaches to professional learning draw extra attention to the influence of departmental culture in acceptance and adaption of new pedagogical practices (Van Waes, et al., 2015). A number of studies have explored the potential of development through professional social circles, often called communities of practice (Van Waes, et al., 2015; Wenger, 1999).

Studies on Professional Learning Networks (PLN) have shown that professional learning can occur in a variety of modes, informally and formally, and both in person and online (Trust, et al., 2016; Patoria, et al., 2014). PLN studies demonstrate that academics' perceived progression is mirrored in their ability to improve learning outcomes, and on students' progress (Trust, et al., 2016). Benefits of PLN have included academics abilities to adapt to using new technologies, try new pedagogical practices, and implement new

assessment methods (Pataraia, et al, 2014). PLN evolve over time and become more dense in the expansion of new connections (Van Waes, et al., 2015). One institution's network approach highlighted faculty's appreciation for connecting experienced faculty and staff with new (Smitha & Bath, 2003). Based on the network's intermediary approach, academics experienced a greater sense of ownership of their own learning, as it was not a 'top down' directive (Smitha & Bath, 2003).

However, studies on network approaches to professional learning highlight failure when relevancy is compromised, moreover, when participants' challenges were too context specific to benefit others in the group (Smitha & Bath, 2003). Coupled with relevancy was the challenge in adapting generalized teaching and learning concepts to the context of individual departments, which resulted in diminished participation and dissatisfactory experiences (Smith & Bath, 2003). Smitha and Bath (2003) claim that due to this experience, networked approaches to professional learning have a "limited lifespan" (p.155). These studies indicate that networked approaches to professional learning within a single institution have limited ability to sustain support, and must find relatable themes for all faculty and staff. This points to a gap in studies on networked approaches to professional learning and IoC approaches, that does not examine professional learning potential in relation to IoC in the context of a university network.

2.4 Theoretical Framework

This research aims at understanding how working in the U4Society network influences

approaches of IoC at its member institutions. The theoretical framework through which this will be analyzed is based on the following principles:

1. Engagement in networks provides increased communication channels through the establishment of 'weak ties,' which occur in varied interactions between individuals who do not typically associate (Granovetter, 1973). The connections between these groups promote a wider diffusion of information and reach a broader, more diverse academic community (Carroll, 2010; Granovetter, 1973). The more 'weak ties' there are between diverse academic groups, the higher the chances are of the original message being altered and adapted to varying contexts through meaning negotiations and translations (Latour, 2005).

2. Academic staff and faculty experience moments of significant learning in a multitude of formal and informal environments (Webster-Wright, 2009). This study recognizes professional learning as expressed by the academics themselves as according to their own context and frame of understanding, and to be recognized in moments that signify a reflection on behavior, thought, or action (Webster-Wright, 2009).

3. Internationalization of the Curriculum requires academic faculty and staff to reflect on their formal and hidden curriculum to better support students for globalized environments (Leask, 2015). This includes their paradigms of knowledge, practice, and attitudes towards their discipline through diverse lenses. The opportunity to examine and imagine is especially stressed in stages one and two of Leask's process diagram, and requires time and space for faculty and staff to meet (Leask, 2013).

4. Internationalization of the Curriculum approaches are shaped by various layers of

influential contexts: institutional, local, national and regional, which enhance or limit institutional initiatives (Leask, 2015).

These principles are explained more in detail in the following sections.

Network Theories

Network theories are relevant to this study due to the fact that the population of interest is a network of universities, the U4Society network. Within this network, the study investigated patterns and consequences of faculty and staff interactions, which allude to how faculty and staff are engaged, and the potential these engagements have on affecting their practice. While there are several network theories, the most relevant one for this study is the Strength of Weak Ties (SoWT), and a component from Actor Network Theory (ANT).

Social network theory, similar to ANT, is not suitable for this study because it typically involves a longitudinal analysis and has a quantitative emphasis on increased points of connections (Scott, 2017). In this way, it is an analysis that evaluates network evolution and expansion over time. Because of the limitations within this study and its focus, social network analysis is not applicable.

2.4.1 Strength of Weak Ties (SoWT) Theory

Granovetter's (1973) Strength of Weak Ties (SoWT) theory describes how micro interactions affect macro level patterns, which then in turn, influence future micro interactions. This theory is relevant to the study because it provides a basis in understanding the interactions between academics within a network of universities, the implications these interactions have on their professional practice, and on broader changes within the network and institution.

The SoWT theory argues that strong interpersonal ties exist between certain people and are usually the result of a combination of: the frequency of interactions, mutual 'confiding,' reciprocity, and the intensity of emotion (Granovetter, 1973). Clusters are groups of strong ties (Granovetter, 1973). In a university setting, academic clusters are typically found within a department, office, or project team (Poole et al, 2019). Weak ties, connections to social groups different from ones closest to us, are pathways that lead to a greater diffusion of information and more diverse variety; "those to whom we are weakly tied are more likely to move in circles different from our own and will thus have access to information different from that which we receive," (Granovetter, 1973, p.1371). Therefore, weak ties are relations with individuals from different clusters. Weak ties may be found between academics from different offices, departments, or institutions, for example.

The theory sustains that the most innovative knowledge is not created or distributed most efficiently among actors that have the most similar and frequent engagement, but through 'weak ties;' people that normally do not come in contact with each other or have as much in common (Granovetter, 1973). In affecting academics'

practice, this implies that individuals must actively seek conversations with those who hold opposing viewpoints, with whom they have less in common. After individuals interact with those they do not normally, the theory claims that the individuals will share the newly received information with their own 'strong ties' (Granovetter, 1973). Within each point of exchange between network actors, there is a negotiation of meaning that shapes the proceeding action (Fenwick & Edwards, 2014). The nature of these exchanges is influential in determining the degree of influence they have on individuals.

2.4.1.1 SoWT: Trust.

In line with literature on communities of practice, a lack of interaction with individuals of opposing viewpoints, identified previously as 'weak ties,' leads to 'echo chambers' of ideas and threats of idea isolation (Roxa et al., 2011). Therefore, in affecting academics in higher education, interventions should be focused on creating weak ties *between clusters* (Roxa et al., 2011).

While Wenger (1999) describes this to be found in the form of individuals that develop ties between clusters, often in the periphery, Roxa et al. (2011) builds on this to argue the necessity of trust. Without which, even weak links will be less likely to be established, as individuals will not be inclined to share ideas as easily. This vulnerability in sharing intellectual ideas has been labeled as 'intellectual intimacy' (Feito, 2002). It is therefore through weak ties who share a sense of trust in each other and in the network, that teaching and learning has the potential to be influenced in significant ways. Thus,

scholars contend that trust cannot be created structurally, but rather through personal bonds and experiences (Granovetter, 1973; Roxa et al., 2011).

Establishing and maintaining trust is essential for networks to thrive, and is an extremely fragile component. Relations built on trust are arguably easier to break than to establish or maintain, and therefore, are vulnerable to slight changes that could result in consequential damage; "…the nurturing process must be continuous and permanent" (Huxham & Vangen, 2008, p. 39). Therefore, the identity and values that shape the interactions between individuals of the network are equally as important for the network to thrive as its structural components.

2.4.2.2 Translations.

The various exchanges between individuals in a network indicate a performative nature. According to Actor Network Theory (Latour, 1984) practices emerge from the constellations of associations from which they are immersed. This indicates that in academic settings, faculty and staff professional practice is a reflection of their colleagues' identity and culture, typically found in their close departmental social circles.

At each connection between individuals, there is an act of negotiating meanings which is followed by a translation (Latour, 2005). The translation occurs when the individual interprets the message to fit their own context (Fenwick & Edwards, 2014). These various points of exchange represent dynamic micro changes that lead to macro changes in the network's evolving composition, as in the SoWT theory, and can be witnessed in the adaptation of new practices within higher education institutions; for example, educators adapt ideas to fit their specific context (Fenwick & Edwards, 2014; Granovetter, 1973).

Actors act based on a collection of associations and network influences, and in order for these actions to gain momentum, creativity and idea generation requires grounding, which develops through linkages to others to sustain and build its capacity (Fenwick & Edwards, 2014). ANT goes on to argue that the farther one actor is from another in a network, the longer it will take for the information to reach the other actor. To build on this concept, if an individual is entangled in various channels, the information they receive will be the essence of what the actors nearest to them interpreted it as, as opposed to the original message (Latour, 2005). Though establishing more links between actors may decrease the time it takes to widely circulate information, it also increases the probability that the message may be distorted and very different from the original, due to the numerous exchanges.

Any event between agents, whether productive or not, is identified as a translation, since it represents an opportunity for further linkage. Therefore, all actors, in the case of this study, faculty and staff, are influential in that they are capable of transforming messages into further action (Pollack, et al., 2013). These discrete interactions via the U4Society network, related to IoC, will serve as the basis for further exploration of faculty and staff engagement and their influence on conceptualizations of IoC.

2.4.2 IoC Conceptual Framework and Continual professional learning

Leask (2015, p.28) places ‘knowledge in and across the disciplines’ at the core of the conceptual framework of IoC, as represented in figure 2. Placing knowledge at the

center respects different paradigms of knowledge across disciplines, as well as national, regional, and international interpretations and applications (see figure 2). According to this framework, knowledge is primarily disseminated through the various programs of study, where the curriculum, and teaching and learning practices, are influenced by layers of context that interact with and affect the way IoC is interpreted, and on which is ultimately enacted.

Figure 2

Internationalization of the Curriculum Conceptual Framework

Note: IoC Conceptual Framework was taken from "A Conceptual Framework" in Leask, B., 2015, p. 27, Internationalizing the Curriculum.

Embedded within the contextual layers are forces that significantly influence IoC approaches. These contextual layers are respectively, from knowledge at the center moving outward: institutional, local, national and regional, and global (Leask, 2015). In the institutional context, university-specific ethos, policies, and expectations of faculty and staff affect the range of possibilities and restrictions in the way its academics approach internationalizing the curriculum. Likewise, the local and national contexts are essential for accreditation requirements and procedures (Leask, 2015). Besides bureaucratic concerns, context involves identity, composed of shared attitudes and beliefs. The national and regional context are combined as one layer, which suggests that certain regions of the world have supranational actors that influence local and institutional curricular approaches as much as national actors (Leask, 2015). This national and regional layer is of extra significance for this study, as it analyzes a European network of universities, where bureaucratic regulations and culture imbibed by the European Commission are arguably as powerful as individual nation states' through national and institutional incentives and policies. The nature of support for faculty and staff pursuing curricular internationalization is largely dependent on factors within these contextual frames.

2.4.3.1 Continual Professional Learning.

The professional practice and the assessment of student learning are both largely dependent on the academic staff and faculty's own exploration of such topics (Leask, 2015). The implication is that faculty will be supported in interacting with the

"epistemological, praxis, and ontological elements" of their own understanding of their discipline or program, in ways that can be translated to benefit and support students (de Wit & Leask, 2015, foreword). Continual Professional Learning (Webster-Wright, 2009) brings attention to significant moments of learning that occur in formal and informal environments, and should be acknowledged according to how individuals perceive those moments to have benefited their work.

Studies on IoC have emphasized the importance of establishing diverse relationships, and that this practice needs to be modeled by lecturers for their students (Hattingh et al., 2015). Network approaches to IoC have used communities of practice as a way to gather momentum within committed individuals and encourage deeper conceptual understandings that lead to action (Brewer & Leask, 2012). However, the communities of practice approach in previous IoC studies is typically bound by discipline, institution, or academic position. There are no studies that investigate a shared network affiliation as a platform for curricular internationalization support, or recognize these environments for potential moments of significant professional learning. The following section aims at bridging concepts of networks, IoC, and professional learning to create the conceptual framework.

2.5 University Networks; Continual Professional Learning; Internationalizing the Curriculum

In many ways, concepts of networks, university networks, internationalization, and the internationalization of the curriculum support one another, and literature has

implied that the benefit of working in this intersection is advantageous, even "transformational" (Gunn & Mintron, 2013, p.181). This study attempts to build on what other scholars have established, that international networks have the potential to be catalysts for faculty and staff professional learning, especially in relation to internationalizing curricula (Gunn & Mintron, 2013).

As Tadaki & Tremewan (2013) explain, the choice to align with other institutions is largely a people process; the narratives within creating consortia reflect globalization, but are interpreted by and acted on agents of change within universities. This process is steered by those that shape the internationalization agenda and ensuing activities. Therefore, those who are responsible for negotiating internationalization within an institution can find ways to configure network affiliations, so that their agendas complement each other in ways that concurrently (externally) support competency and skills development of faculty and staff. Faculty and staff's own significant moments of learning are reflected in their curriculum development (Leask, 2013). Enhancing teaching and learning by internationalizing the curriculum can receive greater recognition and supplementary support through network affiliations, and potentially benefit the network, the individuals, and the institution.

Scholars have long argued the need to critically challenge their curricular content, the formal curriculum, its connection to greater global issues, and how it acts as a vehicle for meaningful student learning (Leask, 2015; Mestenhauser, 1998). Enmeshed within that content, the 'hidden curriculum' serves as the lens through which concepts are understood, and must be continually re-examined and purposefully considered in order to ensure "openness to alternative ways of viewing the world beyond the obvious and

dominant," (Leask, 2015, p.29, Mestenhauser, 1998). Similarly, university networks are composed of multiple ontologies (Fenwick & Edwards, 2014). Each member institution brings its own culture as an entity/organization, in addition to individual ways of thinking and behaving that reflect different disciplines, departments, and offices. International university networks, therefore, present even more layered cultural contexts that influence ways of thinking and acting (see figure 2). In order for networks to sustain, these diverse and sometimes conflicting ways of thinking between faculty and staff engagements must harmonize, while at the same time maintain autonomy and their own identities (Fenwick & Edwards, 2014).

The curriculum, and the faculty, staff, and students surrounding it, greatly impact the continuity and circulation of practices and knowledge (Fenwick & Edwards, 2014). However, by participating in international networks, like the U4Society network, a degree of agitation is enacted on this knowledge, and academic faculty, staff, and students are introduced to potentially new modes of thought, practices, and paradigms through the diverse network engagements. Therefore, a university network has potential to serve as a catalyst for instigating a process of 're-codification.' This process of re-conceptualizing is referred to in Leask's (2015) first two stages in the IoC process, the "review and reflect" and "imagine" stage, where the academic faculty and staff are not yet limited by institutional and national restrictions. During these stages, comparisons between practice and context have the potential to become multidimensional with more diverse faculty and staff. Since this area has not been empirically examined, this study investigates the U4Society's influence on its member institutions' approaches in internationalizing the curriculum.

Networks and the internationalization of the curriculum represent two very complex, intricately connected concepts; both involve collective formations dependent on the interactions of individuals, and both function in continual states of 'production and reproduction' (Valimaa, et al., 2016, p. 32, Leask, 2015). The success of networks and IoC are dependent on the engagement of a diverse representation of faculty and staff from member institutions, and ample platforms to connect (de Wit, 2004; Leask, 2013). The point of intersection between international university networks and concepts of IoC rests particularly in the possibilities presented in engagements in network activities. Diverse and increasing engagement propel the expansion of weak ties and circulation of ideas, combined with rich reflection as outlined in Leask's (2015) 'review and reflect', and 'imagine' phase of the IoC process.

Networks supersede traditional hierarchies bound by institution, nation, or region, and yet in the process of internationalizing the curriculum, academics are encouraged to reflect on how their identity is influenced by these contexts (Valimaa, 2016; Leask, 2015). The variety of participants and modes of participation that networks of universities have to offer are plentiful, and arguably, stimulate more diverse synergies than when confined to an individual institution. Small to medium sized institutions have the potential to establish and maintain quality teaching cultures, and thus, a network of universities would potentially serve as a manageable external habitus to circulate good practices, while at the same time benefit from the diversity engrained in working with the other institutions (OECD, 2010).

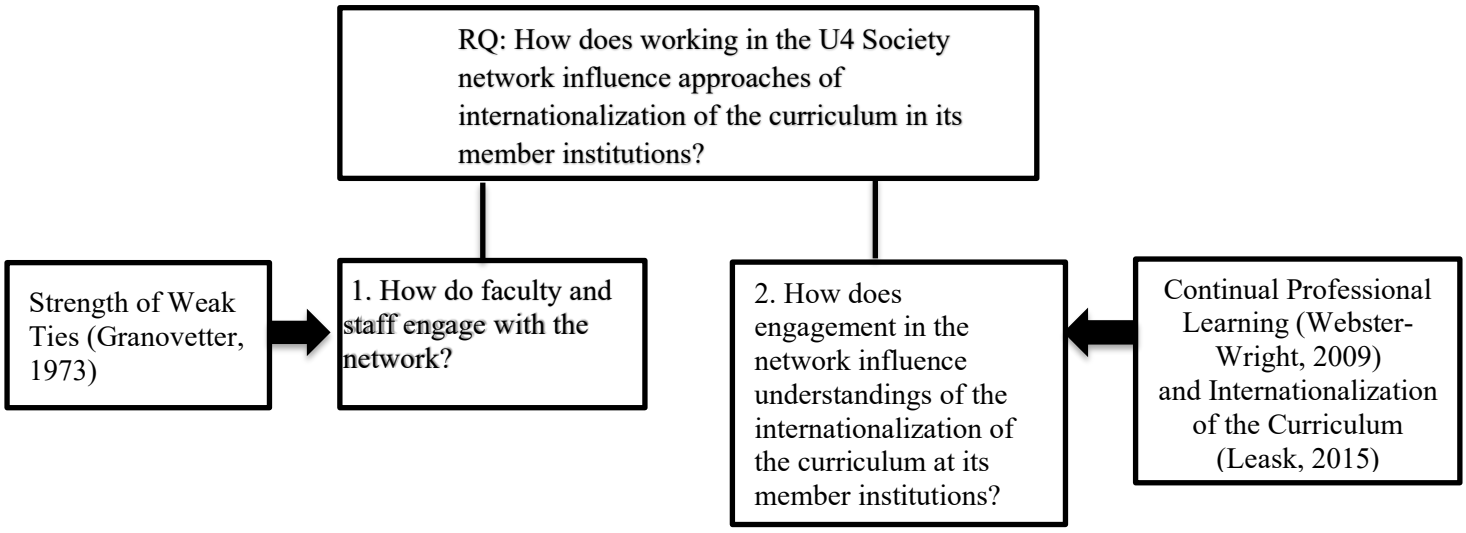
Learning is a "web of movements spun from multiple flows of material resources and representations" (Nespor, 1994, p.6), which resonates with Webster-Wright's (2009)

conceptualization of Continual Professional Learning, and recognizes any significant experience(s) that influences the individual's professional practice. This study is informed by aspects of network theories, Continual Professional Learning theory (Webster-Wright, 2009), and an internationalization of the curriculum conceptual framework (Leask, 2015) to analyze and interpret the data.

The conceptual framework will be used to explore the following questions:

Figure 3

Conceptual Framework



The first sub-question corresponds to network theories in determining the nature of faculty and staff engagement, since the study is focused on a university network with many interconnected faculty and staff. Network theorist Granovetter (1973) posits that through academics establishing diverse relationships, 'weak ties,' within and between

departments and network member institutions, there is a greater stimulation of idea sharing, and increased channels of communication that expand the network. Granovetter (1973) builds on this to assert that these micro interactions have the potential to affect broader patterns of behavior and thought, which lead to a change in subsequent micro interactions.

The second sub-question builds on the first to explore if the degree of engagement in the network has affected its member institutions' faculty and staff conceptualizations of internationalizing the curriculum. This question applies concepts from internationalizing the curriculum (Leask, 2015) and Continual Professional Learning (Webster-Wright, 2009). IoC (Leask, 2015) demands active participation from faculty and staff in exploring alternative paradigms of knowing, and constantly examining and re-examining content, behavior, and assumptions. Therefore, faculty and staff professional development, is an essential component of IoC. According to Webster-Wright (2009) Continual Professional Learning posits that significant moments of learning should be recognized according to when and how the academics perceive them to have benefited their own learning. In this study, these significant learning moments will be acknowledged in relation to the U4Society network's events.

CHAPTER 3. METHODOLOGY

This study explored a phenomenon that is complex, difficult to quantify, and is entirely based on human perceptions and interactions. Thus, the research is qualitative (Creswell, 2013). Qualitative research is most suitable when the topic explores the subjective experiences of populations that are not easily measurable (Creswell, 2013). The study takes a constructivist approach acknowledging that meaning is construed through personal and shared experiences. A constructivist approach will assist in understanding how the macro, micro, and meso levels of interaction within the network influence the internationalization of the professional practice and curriculum at member institutions. Due to the fact that the study analyzes one specific network, which encompasses five individual universities, a multi-site case study was used to focus the study and phenomenon situated in its authentic contexts. A multi-site case study is needed when the case requires more than one context to understand the phenomenon (Yin, 1984).

3.1 Case Selection

The U4Society Network

Europe presents an ideal location for the study due to its influential supranational governance and interconnectedness between its nations, which is important in relation to the 'national and regional' layer of the IoC framework (Leask, 2015). This study investigates experiences of academic staff and faculty in two universities within a small,

European network of similarly-profiled universities called the U4Society. The network encompasses five member universities, each one located in a different country in Europe. The universities are: Uppsala University, Sweden; Ghent University, Belgium; the University of Goettingen, Germany; Tartu University, Estonia; and Groningen University, the Netherlands. The network was founded in 2007 as a subgroup of one of the largest European networks, Coimbra, with four members: Groningen, Goettingen, Uppsala, and Ghent. The network was founded based on long standing, trusted relations within leaders of those four institutions, and has recently expanded to include the University of Tartu in 2019 ("About U4," n.d).

This 'learning network' has four academic clusters, one student network, and one institutional management cluster. The central decisions are made by the universities' rectors, and each cluster by its own coordinator. The network aims at functioning as a cooperative exchange platform for education, research, and management, and is able to do so through its proclaimed "open dialogue," and trust, which reflect European ideals of democracy, peace, and academic freedom ("About U4," n.d). The U4Society's vision is for member institutions to be more visible worldwide and improve their respective reputations.

Though all members of the U4Society are similarly profiled in that they are small to medium sized, public, research intensive, and competitive institutions world-wide, they have acknowledged their complementary strengths and weaknesses that they utilize for greater innovation in their many cooperative engagements ("About U4," n.d). This network meets university network criteria, as defined in chapter 1, in that it is a "formal, multilateral, multi-purpose and voluntary cooperative arrangement between higher

education institutions from multiple countries which is coordinated by an additional administrative layer," (Fastner, 2016, p.22).

3.1.1 Case University Selection

The U4Society network was selected as a focus of the study due to the fact that two institutions currently have publicly accessible documentation of their internationalization of the curriculum initiatives. Therefore, in order to determine which institutions to include, purposeful sampling was employed (Creswell, 2013). The University of Goettingen's IoC initiative commenced in 2015 and is ongoing, and the University of Groningen's started in 2013 and ended in 2019. It was necessary to only include universities that have documentation of IoC initiatives, as this study aims at exploring how the network supports ongoing internationalization, implying that there must be initiatives at the institutional level.

Since the University of Tartu was added just before the study began (in 2019), it was not logical to include the university, as the data analysis is based on experiences with the network from its evolution until 2019. Therefore, Tartu faculty and staff would not have had any comparable amount of network experiences to reflect on and share. While the University of Ghent and Uppsala have internationalization activities happening, there were no publically available documents or other evidence of engagement specific to IoC found at the start of the study. Therefore, the University of Tartu, Uppsala, and Ghent, have been excluded.

3.2 Data Collection

A non-random sample of individuals to interview allowed the researcher to focus the data collection on the small group of individuals that were expected to be directly involved in the phenomenon, therefore, able to provide vital, relevant, information (Onwuegbuzie & Collins, 2007; Patton, 1990). Based on the limited amount of time, and the lack of familiarity with the network and its members, it was relatively unknown how many people actually interact with the network and would be willing to be interviewed. In studies of analyzing situated phenomena, scholars have argued decent sample sizes to be between 5-25 participants (Polkinghorne,1989). Therefore, a size of fifteen allowed for mixed representation of both universities' faculty and staff. This sample size is suitable for the study due to the limited number of academic staff involved in internationalization of the curriculum initiatives. Therefore, each university included four members of academic staff, and three faculty members.

Data was collected by conducting semi-structured, open ended interviews with a mix of professionals from each institution. The interview questions are included in the appendix. Since both the University of Goettingen and the University of Groningen have academic staff that have been actively involved in their university's IoC initiatives, these were the first points of contact. Snowball sampling occurred throughout each interview, as interviewees were asked to recommend members of faculty that would be open to being interviewed. Faculty that had heard of or engaged with the network were given priority. This study was approved by Boston College's Institutional Review Board in November, 2019.

3.2.1 Interviews

The interviews were conducted from November, 2019, to February, 2020. There were two sets of interview questions, and each set was designed for the position of the individual being interviewed. One set of questions was constructed for faculty, meaning academics responsible for teaching at their respective university. The second set of questions was designed for coordinators of initiatives or programs that are directly connected to their institution's IoC initiatives. By having the interviews open ended and semi-structured, there was a baseline of data that allowed for cross analysis. Yet, there was flexibility in letting participants talk openly about other experiences that came to mind when recalling interactions with the network. Open ended questions allow participants to elaborate without being bound to a prescribed answer.

Interviews ranged from thirty minutes to two hours, and were conducted over the virtual conferencing platform, Skype. All interviewees were invited via email and consented to the study beforehand. At the end of each interview, participants were given the chance to speak openly about any other relevant topics. Additionally, after each interview was transcribed, it was sent to the participants for a chance to add or retract statements (Maxwell, 2013). In some cases, follow up questions were asked after the interview through email for further clarification on details mentioned during the interviews. Throughout each interview, notes were taken and used to guide the initial analysis. Though the study only intended on including faculty and staff, one administrative member was included due to their responsibilities connected to the network, on the recommendation of several faculty and staff.

Validity was ensured by cross referencing participants' statements about the network and its events, and an extra measure was taken by cross referencing the network's website to verify and get more information about the network.

3.2.2 Research Participants

Faculty and academic staff from the two sites, the University of Goettingen and the University of Groningen, were invited to participate in the study. There were fourteen participants in total, with seven from each university. There were seven men and seven women that participated, split between both universities. In total, the faculty represent five disciplines. Since the study focuses on experiences of faculty and staff at only two universities, working in a specialist field, it was important to protect the anonymity of the participants. Hence, nondisclosure of disciplinary affiliation was maintained throughout the study. Participants were assigned a random number in reporting the study. The first seven participants were from the University of Groningen, and the last seven participants were from the University of Goettingen. Participant data is organized in table 1.

Table 1

Participant Data

Number	University	Position	Participant Number
1	Groningen	Academic staff	15
2		Academic staff	14
3		Academic staff	13
4		Faculty	12

5		Faculty	10
6		Faculty	6
7		Network Administrator	2
8	Goettingen	Academic staff	1
9		Academic staff	11
10		Academic staff	4
11		Academic staff	8
12		Faculty	7
13		Faculty	5
14		Academic staff + some teaching	3

3.3 Data Analysis

Each interview was transcribed and served as the primary source of data. Codes were developed in two stages. The first round of coding for participants and each university as a whole was done through open codes which were then categorized into broader themes. Upon finishing the coding process, each university was analyzed individually, and then together in a cross-analysis. The second round of coding, axial coding, allowed for a cross comparison of data in order to refine the categories (Strauss & Corbin, 1998). This coding paradigm allowed for a deep exploration of the phenomenon of the study (Strauss & Corbin, 1998).

3.4 Limitations

The primary limitation was that the study only included a select number of participants within the two universities. Therefore, this selection serves as a representative sample of what faculty and staff would generally experience between both of the universities by engaging in the network. The researcher did not have the time or resources to make the study larger to include all member institutions or a larger sample size per institution.

The study was also limited in that the researcher was an outsider approaching some participants through the recommendations of others, which meant that at times there was no response from the invitation. The fact that the researcher was relying on recommendations of participants meant that there was a potentially high amount of bias in participant referrals. The researcher tried to avoid this by not limiting any referrals and encouraged participants to think of a range of faculty and staff, not only the 'shining stars.'

There was a holiday break during the middle of the data collection time period, and faculty and staff at one university were very occupied working on a grant proposal, which caused delays and in some cases, a lack of response to interview invitations. This issue was addressed by the researcher through extending the interview collection period in order to achieve desired representation. Though all of the interviews were conducted in English, not all of the participants use English as their first language. Therefore, there might have been misunderstandings of vocabulary or phrases used. In addition, the researcher, an outsider in nationality and in non-affiliation with either of the universities,

might not have understood certain position titles and nomenclature used that is specific to that institution or national system. These issues were mediated by following up with participants post interview through email to clarify if any terms were not understood.

CHAPTER 4 : FINDINGS

The aim of the study was to understand how faculty and staff engagement influences approaches to internationalization of the curriculum in the U4Society network. This question was explored first by illustrating the nature of faculty and staff engagement, followed by how faculty and staff's engagement influences their conceptualizations of internationalization of the curriculum.

The primary findings of the study are that the faculty and staff at the University of Groningen and the University of Goettingen engage peripherally with the network; when engaged, are influenced positively in their IoC approaches, but conceptualize it differently depending on the depth of their engagement; value the ability to share, examine, and learn from other colleagues; and when deeply engaged, observe a change in their outlook and sense of regional interconnectedness. Therefore, these findings are presented by outlining participation and network events, illustrating the frequency of engagement in relation to perceived impact, and conclude by categorizing conceptualizations of IoC based on degree of engagement.

4.1 Defining Engagement and Impact

Engagement

Engagement was determined on the basis of events discussed at the time of the interview, and what the participants' role was in the event. The participants were given prompts to recall all U4Society network experiences (see appendix for interview

questions). Therefore, each number for the degree of engagement (represented in figure 3) is a combination of the number of discrete events that the participants mentioned throughout the course of the interview. An extra point was added for the participant's number for engagement when participants led network events. Thus, engagement, for this study, refers to the active participation, facilitation, and sharing of experiences and expertise that occurs during a network activity.

Impact

This study used participants' descriptions of network experiences in relation to their own moments of significant learning in order to determine how their conceptualizations of IoC were influenced (Webster-Wright, 2009). The question of impact was addressed through interview questions centered on the theme of internationalization, that elicited network experiences in relation to how those interactions have impacted their work. Participants were asked to quantify the amount of influence on a scale of one to ten, with ten representing the most influential and zero representing no impact at all (see appendix for interview questions). The results of this analysis are presented in figure 4, Impact vs. Engagement.

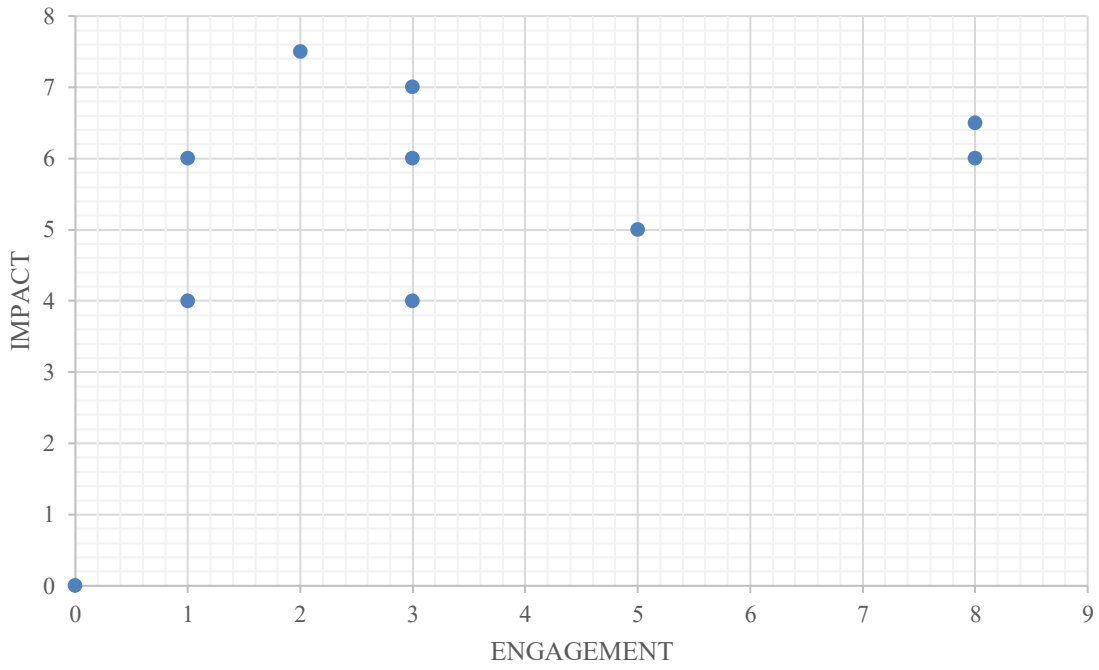
Four participants did not provide a number for impact. Two of these four participants were not able to quantify impact, which is explained in more detail in chapter 5.7, and two participants were self-excluded due to their positions being too interwoven with the network to be able to contrast impact without the network. For example, one of the four participants expressed that their work is entirely dependent on the network's partners, and they do not have any experience in that position without the network with

which to counter-reference impact. Therefore, ten out of fourteen participants' responses concerning impact and engagement are presented in figure 4. Participant numbers per data point have not been included as they are not relevant for these findings and in order to maintain anonymity.

The results in figure 4 illustrate that when participates engage, they perceive a positive impact on their work. The impact is deemed positive since participants never described the impact of their experiences neutrally or negatively. This finding was consistent for all participants except one who has not yet engaged. In addition, the degree of impact was found to not depend on the depth of engagement; participants that have had few network interactions perceive those experiences to benefit them just as much as those at the other end of the spectrum who have been deeply engaged. Finally, the results from figure 4 conclude that the majority of participation is peripheral, with three or less network interactions. Each of these findings are discussed in the following sections, in addition to how the depth of engagement affects conceptualizations of IoC.

Figure 4

Impact vs. Engagement



4.2. Platforms for engagement offered a variety of outlets and forms of participation

Due to the fact that the U4Society network has four academic clusters between the institutions, as well as a group on management, there are a variety of regular occurring events faculty and staff can attend. As referenced by participants, these short-term interactions took shape in the form of cluster meetings and conferences, rector meetings, a leadership program, research projects, and informal meetings between colleagues at member institutions. However, the most highly discussed event all engaged participants spoke about was the annual International Perspectives on Teaching and

Learning (IPTL) conference, due to the fact that this study is focused on conceptualizations of IoC. According to one participant, this conference started in 2012 as a workshop with no more than twenty faculty and staff participating. It has since expanded and is a conference, which indicates a long standing interest of the network to support teaching and learning for faculty and staff.

4.3. Participation is peripheral and when engaged, positive

As illustrated in figure 4, the majority of participants have not participated on more than three occasions. Thus, peripheral participants interact with the network either episodically or intermittently. Episodic participation is used to categorize participants who have attended a series of loosely connected events. For example, faculty and staff that attended a conference, made new connections, and followed up with those colleagues in meetings post-conference. Intermittent participation describes peripheral participants whose engagement depended on the theme of the event and its relevancy to their work, their own interest, or a personal invitation. Intermittent participants represent those who attended a rector's meeting, and years later attended a conference. Regardless of engaging intermittently or episodically, peripheral participants benefited from network interactions, and expressed interest in attending more events in the future. Attracting peripheral participation is key in building "good person-to-person relationships," which scholars note is a factor for network success (de Wit, 2004, p. 40).

Peripheral participants were invited to share expertise, and other times the participants were invited because of personal connections vis a vis their own institution's

specific teaching and learning center, or their involvement in IoC projects. A steadily changing peripheral participation as illustrated in figure 4 reflects what previous studies on professional learning networks found, that professionals access the network as needed, and may not feel the need to continue engaging once their needs have been met (Smitha & Bath, 2003).

In analyzing the data depicted in figure 4, it is clear that all individuals that have engaged have been positively influenced in their work. Participants did not describe impact to be negative or neutral, which is why in plotting the data, negative numbers are not included. The correlation between impact and engagement ($r = 0.4445$) is only slightly positive, and could be better understood with more measures in place to quantify impact and engagement. However, a correlation coefficient in this study may not accurately depict the relationship, due to the fact that it is complex, highly subjective, and dynamic. Therefore, figure 4 is solely used to illustrate the nature of participation.

Finally, the results presented in figure 4 indicate that impact is not dependent on engagement. The faculty and staff that engaged three times or less perceived a similar degree of impact to that of participants who participated on more than three occasions. How the perceived impact differs per depth of engagement is presented in subsequent sections and will be discussed in chapter 5.

4.4. Peripheral participants benefited in ways that influence their practice

Peripheral participants tended to focus on conceptualizing IoC in ways that relate to their formal and hidden curriculum. The network's events stimulated exchanging

practices and perspectives, reminiscent of what Leask's (2015) process diagram suggests in the 'review and reflect' and 'imagine' stages (see Chapter 2), where academics are given space to reflect and explore possibilities.

The Dimensions of Micro Impact, figure 5, indicate that the network's events have facilitated a range of meaningful interactions between faculty and staff. The exchanges promoted reflections on culture and identity, their practice, and IoC approaches, in a culturally familiar but heterogeneous space. Micro impact has been categorized into five dimensions: validate, examine, learn, connect, and ignite, and are supported by illustrative quotes from participants in figure 5.

In addition to the aforementioned, peripheral participants valued learning IoC terminology in order to discuss concepts. This was expressed by peripheral participants that that do not typically hold priority to be included in institutional IoC initiatives. One participant referred to this as "learning the language" of internationalization. This was especially useful for others peripherally engaged, as through participating in network events, they were able to make the phenomenon of internationalization tangible.

In sum, participant 15 recalled how dimensions of micro impact are not independent from each other; "you exchange expertise and experiences, you're using it as a kind of mirror to confirm that what you're doing makes sense in the eyes of other experts, and then, sometimes you're using it to be challenged because you feel safe and you trust those people because you trust their expertise." Therefore, the dimensions presented in figure 5 are not mutually exclusive.

Figure 5

Dimensions of Micro Impact

Discourse and dimensions	Illustrative quotes from participants
1. Validate and Share Experiences	
1.a Connect over cultural discussions Participants appreciated the intimacy of sharing cultural experiences and opinions otherwise not commonly discussed.	"...we discussed whether the experience of having been somewhere abroad, if it makes you more intolerant because you realize how you are yourself, and how different the other world is.'" (3, Goettingen) "...the (IPTL) workshop really benefits from the different perspectives..." (8, Goettingen). "I've seen an impact on individuals when they sit and talk to people they can relate..," (15, Groningen)
1.b Validating practices and policies Participants felt validated in their own approaches and opinions concerning IoC, when listening to other faculty and staff.	"Sometimes you want other people to confirm what you're thinking yourself," -in reference to IoC initiatives and internationalization (15, Groningen) "It's good to know that some rules we have put into place that we didn't realize before are working quite well," (10, Groningen).
1.c External validation	"...there's only so much you can tell people about how they should want to teach...." (4, Goettingen)

The academic staff, in particular, reflected on the value of an 'outside expert,' either from other institutions or visiting experts from the field, to confirm what had been discussed internally for additional validation.	"...sometimes it's so helpful if you have someone external come in and preach the same thing to the academics...they see that the stuff that we would like to see... belongs to an accepted discourse in Europe," (8, Goettingen).
1.d Share expertise on internationalization The network's events were found to stimulate sharing of IoC approaches, best practices, and challenges.	"...people present their case studies and what they've done with the internationalization of the curriculum.." (8, Goettingen). "The purpose of those meetings is to share best practices and also to discuss the challenges we all face," (10, Groningen).
2. Examine	
2.a Perspectives, practices, and policies Building off 1.d, upon sharing IoC cases studies, participants questioned their own ways of responding to challenges, and further examined their attitudes, teaching	"We always tend to think within our own lawn and it's good to see somebody else's lawn, just to see how you would or would not plant that tree, or how you would or would not approach a certain topic or problem" (10, Groningen) "...by means of the case study you automatically talk about what is difficult, how can I handle that, why have I responded maybe in a negative way…

practices, and policies. In order to explore alternatives, faculty and staff first examined their own approaches and shortcomings.	and...alternative ways of responding to it," (8, Goettingen) "...people were quite willing to try things out, to have time out where they discuss what's going on, and about things that are not necessarily working out," (15, Groningen)
3. Learn	
. 3.a. Faculty and staff gained new ideas for their pedagogical practice and perspectives. After examining, faculty and staff noticed they were able to gain inspiration and new perspectives on their curricula.	"...they are inspired by cases and they try to implement it, even if it's just into tiny bits and pieces." (4, Goettingen) "They learn different teaching methods, they learn to change their perspective and that all supports them in designing a more internationalized curriculum." (11, Goettingen). "you're exchanging experiences..., trying out ideas maybe in a relatively safe environment with colleagues from universities where you're familiar with...and learning as you go along" (15, Groningen)
4. Connect colleagues	

When individuals wished to connect with colleagues doing similar work from other institutions, there was a benefit in being able to easily get in contact. These academic and research opportunities often received preference within the network's partners as opposed to external proposals.	"they have really easy access to other universities... if you are involved in U4 cooperation, then things can become very smooth and easy…People know each other," (10, Groningen) "They know where the university is. So we, we literally don't need any introductions..." (4, Goettingen) "…the lecturers were able to meet counterparts in faculties in Uppsala who were doing similar work to them" (15, Groningen).
5. Ignite new programs and research foci	
On a few occasions, the U4Society was observed to ignite the creation of sub conferences, research groups, and workshops.	"We decided we wanted to start a research group within the U4 for medical education," (10, Groningen). "We started organizing in the U4 a separate conference for young academics and a workshop for PhD students," (6, Groningen).

4.4.1. Impact is non-linear and difficult to measure

Though the findings above outline immediate benefits for individuals in conceptualizing IoC, participants also observed that impact is non-linear, and difficult to measure. The interactions in network events may not ignite interest from faculty until much later. In one instance, a participant recalled how there was a two year gap from attending the network's event with a faculty member, to them actively seeking assistance in internationalizing their curriculum with digitalization; "we had good talks when we attended the workshop and ...when we came back …we kept talking about that for about two to two and a half years..., and last summer she said...maybe digitalization might be a good opportunity for me," (Goettingen). This experience underscores the dynamic needs of faculty, and how the effects of network interactions manifest over time (de Wit, 2004). This also highlights the importance of establishing connections through network events.

This section's categorization of micro impact showcases that network events stimulated intimate cultural discussions that led to sharing and examining IoC approaches, and inspired new perspectives and practices. Network interactions have also inspired participants to create new sub-conferences and research groups. While peripheral participants benefited in micro, personal ways, deeply engaged participants reflected on broader notions of internationalization.

4.5. Deeply engaged participants perceive the network's impact in macro ways

Out of the fourteen participants in total, five were the most engaged on the basis of their involvement with numerous network responsibilities and events. Besides the micro impact as described in section 4.4, these participants expressed IoC in terms of fostering regional comradery, creating increasing awareness of intuitional positionality, and enabling a continued dialogue on internationalization. Therefore, deeply engaged faculty and staff conceptualizations demonstrate a meta awareness of the manifestation of the aforementioned micro impact. The dimensions of macro impact are supported by illustrative quotes from participants.

As described by one deeply engaged participant, the network has influenced a growing number of tacit changes:

> when you think about all the people working at the university, and try to connect it to the number who actually were involved in some kind of U4 settings, then I think that implicitly, there's a huge impact, but not really explicitly.

The type of impact that the participant describes is different than the micro impact outlined in the previous section, because it suggests the increasing community engaged in the network, and subtle changes. These changes were noted to be built through an increasing number of significant interactions. Over time, the growing interconnectedness has fostered a broader global outlook.

Participants remarked that belonging to the small, regional network has helped develop a greater sense of their institution's positionality and potential in regional and

global systems. The numerous interactions within the network have stimulated an exploration of institutional identity and actions, in relation to others in the network. The result of reflecting and comparing within the network has stimulated realizations of institutional awareness, and contributed to a broader outlook:

> …we had to position ourselves within that network and relate, and how we relate to the others, in development, in strategy, in outlook, in whatsoever, has I think really helped realizing ...how we are actually doing, what we are doing, how we are doing it, how well we are doing it. It helped us open up to the world and gain an understanding of ourselves which is much bigger than only a university in the Netherlands.

Another participant built on the concept of positionality and outlook, and expressed how useful the network has been for fostering a sense of togetherness, through intentional, regional relationships. "I think what's more important is the outlook that comes through the awareness of being a part of the U4," (Goettingen). Following this statement, the participant associated the U4Society network with fostering regional comradery.

Finally, and most significantly, the network's events were noted to contribute to sustained contextualization of internationalization among the member institutions' faculty and staff; "...the fact that we have been able to discuss items for quite a number of issues with a number of people has really helped getting this momentum of internationalization *ongoing* [emphasis added] instead of slipping or letting it slip away." (Groningen).

The implicit, macro impact expressed by deeply engaged participants indicates what internationalization literature consistently stresses but what many institutions independently struggle to achieve; the increasing mass of faculty and staff that are aware of internationalization and how it relates to their university's context and agenda (see chapter 2). One explanation for this may be that these deeply engaged participants regularly work in intercultural, cross-institutional environments. This is further analyzed in the subsequent chapter.

In sum, the U4Society network was found to engage faculty and staff both deeply involved and those peripherally involved, and all who have been engaged experienced a positive impact on the work they do concerning conceptualizations of internationalization of the curriculum. Peripheral engagement influenced practice and beliefs while deep engagement led to changes in outlook and promoted a sense of belonging to a broader community.

CHAPTER 5: DISCUSSION

As outlined in the previous chapter, the U4Society has had a multitude of positive influences on the way its faculty and staff conceptualize internationalization of the curriculum. In this chapter, the findings from chapter 4 will be discussed first, in relation to the relevant literature, followed by a discussion of the implications of working in university network contexts for the U4Society network, academic staff in teaching and learning communities, and university leaders. The chapter will conclude with recommendations for future studies.

5.1 Peripheral Participants

Internationalization of the curriculum is a socially engaging process that demands dialogue and reflection (Leask, 2015). The network provided space for diverse faculty and staff to connect in order to reflect. In this study, the majority of faculty and staff have engaged peripherally with the U4Society network and significantly benefited from their interactions.

Many peripheral participants were actively leading or participated in their university's own IoC initiatives, and were familiar with IoC concepts prior to attending network events. Although some faculty and staff had preexisting knowledge that could have hindered their interest in participating in network events with similar themes, the

results demonstrate how intercultural topics served to be relevant enough for a wide range of participants. This finding counters those of previous networked approaches, where event discussions lacked relevant and interesting content for faculty and staff, and inhibited continued participation (Smitha & Bath, 2003). This study indicates the U4Society network's ability to regularly capture the interest of a variety of regularly changing faculty and staff from two member institutions. One of the reasons this has been successful may be due to the network's intentionality in inviting experts within the network to share their expertise at events, and intentionally inviting faculty and staff already involved and interested at their institution. This dynamic peripheral participation is beneficial in stimulating interest and commitment at the faculty level, which is a factor for successful networks (de Wit, 2004).

The most significant interactions for peripheral participants were those that challenged their attitudes and approaches. Internationalizing curricula has been said to be "a way of thinking about curricula and teaching/learning, rather than a set of prescribed practices," (Whitsed & Green, 2015, p. 4). This study supported those findings of Whitsed & Green (2015) in the network's ability to influence thoughts and attitudes that support IoC, particularly because discussions centered on cultural themes, such as intercultural communication, the hidden curriculum, student learning, and ethics. These overarching themes allowed a wide range of faculty and staff to relate, which stimulated exchanges of experiences and attitudes. These conversations, though sometimes sensitive, led to deeply questioning attitudes and reactions to previous experiences; "when you have teaching or research projects, you experience cultural differences. Everything is easy at the beginning but the moment conflicts occur, it is more difficult to talk to counterparts of

different cultural backgrounds, ” (3, Goettingen). Within the space between sharing cultural biases and classroom challenges, and listening to other colleagues share their own personal experiences, faculty and staff were able to realize how the hidden curriculum reflects their own deeply held beliefs.

Peripheral participants' realizations have major implications for student learning, as well as their own learning. As participants explored their own identities, they became aware of how the curriculum reflects their intercultural competencies and biases. As participant one from Goettingen reflected, in discussing the "…the hidden aspects, …in these kinds of international settings, they were really realizing what that meant for the students." Upon relating these experiences to the hidden curriculum, faculty and staff were supported in conceptualizing IoC in transformative ways that resemble the internationalization of their academic Selves (Sanderson, 2008). One peripherally engaged participant expressed this in saying, "internationalization is an issue that connects in different ways…it's not just a word for me" (3, Goettingen). Their statement underscores how personal internationalization is. These cultural, relational, and personal dimensions reflect examining one's own identity and values (Killick, 2017). These findings challenge previous IoC studies where staff attitudes were found to be "a major inhibitor of IoC," and that disciplinary cultures limit engagement and conceptualizations (Kirk et al., 2018; Paull, 2015; Whitsed &Green, 2015, p.10). The U4Society network's events were found to stimulate reflection on attitudes and practices, and exchange experiences in ways that resemble mature conceptualizations rooted in values and identity, rather than simply an infusion of 'international' content (Whitsed &Green, 2015; Killick, 2017). According to network theorists, these findings may be the result of the

network's diverse sources of expertise and knowledge of faculty and staff that interact in events.

5.2 Heterogeneous knowledge

Wenger's 'communities of practice' revolves around the notion that small groups of academics can cooperatively learn together to improve their practice (1999). In the theoretical framework presented in chapter 4, Roxa et al. (2010) and Granovetter (1973) posit that influencing academic culture and practices may be more innovative when academics are not from homogeneous groups.

According to the results from Poole et al's (2019) study on faculty's informal professional learning within one institution, faculty do not tend to seek conversations with those from different departments that challenge their practice or ideas. Faculty predominately seek conversations with others who share similar values and pedagogical approaches, 'strong ties,' (Granovetter, 1973). However, while Poole et al's (2019) study found that learning between 'strong ties' validates beliefs and approaches, this study found that through the network's events, discussions went beyond the scope of validating practices and beliefs. Faculty and staff were able to confidentially share cultural experiences, examine and reassess pedagogical practices and policies concerning IoC. These exchanges led to learning new approaches, concepts, and terminology to discuss the phenomenon of internationalization with a wider audience.

The involvement of faculty and staff with heterogeneous knowledge from member institutions was found to be a source of value, contributing to meaningful

conversations with colleagues from other member institutions, that might not have happened otherwise. This increased exposure and exploration of ideas and practices is as Leask (2015) stresses, a crucial part in the IoC process, "to think beyond dominant paradigms," (p.29). Previous studies on IoC highlight approaches confined to a small project team or discipline, whereas, this study demonstrates a network's ability to extend conversations to a more diverse academic community, which has challenged and engaged participants in ways that benefit their practice.

The diversity of participants spanned positions, disciplines, and levels of experience. One participant reflected on how the inclusivity has led to rich learning; **"**Sometimes we had deans working together with teaching newcomers who just finished their master's thesis and became a study program coordinator for a…program in the humanities …we have different perspectives and experiences, but so much…to learn from each other." In this way, not only were the academic backgrounds diverse, but also the level of experience teaching.

The U4Society's events, therefore, present external opportunities to momentarily connect a range of potential university 'blockers' to 'enablers,' and allow space for collective reflection. This is especially important for those that are on the margin, and may not feel they have the space to authentically express themselves in their own institutional settings. This study found much of the value of the network resulted from interventions that brought diverse groups together.

5.3 Deeply Engaged Conceptualizations

The minority of participants who were deeply engaged in the network, as required by their position, conceptualized IoC in ways that went beyond those less engaged. One explanation may be that these deeply engaged participants regularly work in intercultural, cross-institutional environments.

Participants whose positions require them to work extensively with other colleagues from the member institutions reflected on their learning process of being able to fluidly work together. Scholars have claimed that working across cultures and "in diverse contexts" demands additional skills and capabilities of faculty and staff (Killick, 2017, p.33; Carroll, 2010). Carroll (2010) refers to this as working in the 'third space,' where faculty and staff become acquainted with the differences in behavior and expectations of working in a new environment, and eventually create an adapted 'space.' In this third space, individuals reflect on previous expectations and experiences, and negotiate with the norms of the new environment. One deeply engaged participant reflected on the experience of creating their own 'third space' in the network's context:

> …when I talk about a workshop, it's something absolutely different than my colleagues from Uppsala or from Groningen**.** If you really want to work together ...you first need to understand what you actually mean … and that is something that we needed to figure out during the first three, four years as project team..

In this way, the network presents natural opportunities for faculty and staff that work extensively in the 'third space' to realize that their way "is not the only way of doing

things," which ultimately leads to greater adaptability to changing environments (Hudzik, 2015, p.7)

Deeply engaged faculty and staff have been regularly working in the network's international environments, largely because of their positions. Working within this space over time appears to have fostered a mindset that demonstrates a high level of adaptability and sensitivity to intercultural contexts. Whereas peripheral participants were in the process of internationalizing their academic Selves, deeply engaged faculty and staff conceptualizations extend beyond their own transformation. They interpret it to be a phenomenon larger than an individual or a department, as one that has affected their institution as a whole; in its positionality and opportunities, increasing awareness of internationalization among stakeholders, and sense of regional comradery. The conceptualizations that resulted from extensively working in the network's international contexts may be because most of these participants were leading events, rather than participants, and were thus observing influence based on group interactions. It could also be that these conceptualizations existed prior to their involvement in the network. Therefore, what they observed seems to be the sum of multiple interactions and network experiences, indicating implicit changes in the wider community.

5.4 Micro Interactions Influence Broad Patterns

Conceptualizations of peripherally engaged participants differ to what participants more deeply involved experienced, in what might be best explained by SoWT theory (Granovetter, 1973). Micro interactions affect macro patterns, which then influence

future micro interactions (Granovetter, 1973). According to the analysis, interactions via the network's events offered a number of influences that supported peripherally engaged participants' approaches to IoC, which are reflected in their practice. Whereas, deeply engaged participants experienced a change in how they view their institution in relation to others; that the network has been influential in keeping a dialogue ongoing about internationalization, and fostering a sense of community. These observations resemble what Granovetter (1973) implies about the result of micro interactions, which are two fold; first, micro interactions affect broader patterns, as observed by the deeply engaged participants; second, that the culture and outlook of the growing network community has the potential to influence subsequent micro interactions, likely in members' own departments and offices. Therefore, if the network's micro interactions have indeed influenced macro patterns in the U4Society network community and individual approaches to IoC, then it can be assumed that the network has also influenced interactions in various departments and offices.

5.5.The more expansive the network, the more translations of meanings

According to Latour (1987), with every exchange between individuals in a network, there is a translation process. As the messages are circulated through individuals in the U4Society network, from the rectors to those in the periphery, the meanings are adapted to participants' own understanding. In this study, these translations proved to be beneficial for matters concerning teaching and learning.

However, translations regarding strategic decisions dictated by the rectors, were observed to be potentially more challenging. This phenomenon occurred not only in the conceptual sense, but in a literal way. The network's rectors use English to communicate their agenda, however, the working language at each institution varies per country. Therefore, every decision that is made by the rectors undergoes multiple translations of meaning. With the number of academic staff and faculty that work within the network, important decisions need to be clearly and carefully communicated. Though there were no direct statements about these translations positively or negatively affecting engagement or impact, a deeper analysis is recommended for a separate study.
One participant compared the translation process to the children's game of "telephone:"

> …if you whisper something in the ear of another person, and that person needs to whisper the same thing in another person's ear.... After 10 people, you have another kind of information...We're all multilingual...maybe trying to translate too much of our own understanding in the foreign language...

Therefore, network decisions need to be communicated clearly, especially in international contexts, so that misunderstandings do not lead to resistance or other detrimental consequences that could affect the success and sustainability of the network.

5.5 Mediating University and Faculty Agendas

Throughout the U4Society network's events, a greater, cross-institutional dialogue was extended and continued through various platforms, communication channels, and involvement. Through the network's events, peripherally engaged faculty and staff were given platforms to conceptualize internationalization and what it means for their work, as one participant recalled, "what is internationalization, why are our universities pursuing it so strongly, and what's in it for me," (8, Goettingen). The annual International Perspectives on Teaching and Learning conference was noted to be an extra opportunity to build consensus with faculty that mediated the divide "between what the university wants to do on a strategic level and what individual academics might want to do." By facilitating ongoing dialogue horizontally, neither a top down nor bottom up approach, faculty were supported in contextualizing internationalization and were able to "learn the language," so that it became tangible. These results point to the intentionality of engagement in using a network to facilitate institutional agendas and build consensus, to "intentionally connect, educate, and involve," (Childress, 2010, p.20). Engaging a wide range of university faculty and staff intentionally through the network promotes the development of a critical mass, and enables more authentic buy-in from diverse university stakeholders. Scholars have noted the necessity of this informed mass to be profound in its power to overcome risks of institutional, departmental, or individual resistance to internationalization work (Childress, 2010).

5.6 Shared Context

The fact that both institutions are located in the same region, and the network's small size increased the feeling of "comfort" and "community." Leask's (2015) IoC conceptual framework places region and nation in the same layer. In the case of this regional network, this layer was noted to be far more influential than the local context, due to size, shared values, and educational culture. Since the network facilitates engagements on multiple levels, the shared educational environment and culture there within provided a frame of reference and eased introductions through mutual understandings; "...it has a certain culture to it.. " "It's just something in the background, but it's talking the same language" (15, Groningen). The European principles of cooperation and trust bound within this regional culture and network, were reoccurring themes that played a significant influence on the ability to influence academics.

5.6.1 Culture of Trust

Networks "provide the intellectual and social resources" that can be used to stimulate recognition of other paradigms of knowledge, policies, practices, and behavior (Carroll, 2010). This intellectual and social diversity is only functional when there is a culture of trust established throughout the network, in order to confidently share ideas (Carroll, 2010; Roxa et al., 2010). Scholars have argued that in fact, trust is more important than the "product," an internationalized curriculum, itself (Mestenhauser, 1998, p.22).

In line with these claims, the presence of trust was explicit through participants' experiences. Since the IoC initiative at the University of Goettingen started three years

after Groningen's, staff noted that they valued the experiences of the University of Groningen "to see how they initiated it, how they were working with faculty, what they've learned." If competition were present, perhaps these key academic staff may not have shared their resources and rich experiences.

One question in the interviews probed feelings of cooperation or competition (see questions in appendix), to understand any interpersonal and/or institutional barriers related to sharing resources, and if they have affected teaching and learning. However, all participants claimed that they had not experienced competition, because of the culture of the network and its aim to be an educational, cooperative, network. According to one participant, "there's a high level of trust…There's no reason whatsoever for people to feel competitive….it's not the culture we have," (15, Groningen). Reasons for the lack of competition, as observed by participants, were attributed to the different university profiles and strengths, vast proximity to one another (in the context of Europe), and profound differences in university locations. Since this network was created on the basis of "trust and confidence" (staff, Groningen) and participants reiterated those to be underpinning values since its evolution, this finding supports the claim that trust is built through continued academic experiences and can engender reflective, cooperative approaches to IoC, that likely positively influence student learning (Roxa et al, 2010).

These findings are in line with what Tadaki and Tremewan (2013, p.384) suggest, that "international consortia should be understood and approached as spaces where the values-foundations of international institutional relationships are established." This could be the reason why faculty and staff were positively influenced through confiding,

learning, and examining their practices. Any replication of this study at other university networks might generate contrasting data due to different contexts, cultures, and values.

5.7 Limitations to Impact

One limitation to the results was in the participants' perceptions of significant impact and how personal it is, and how difficult it is to measure. Participant fifteen explained:

> You can't necessarily put your finger on when people develop or when people change. …It could even be if you attend a workshop and at the time you just think well what was this about, because it's not at the right moment in your progression. Years later you might realize...that workshop was quite valuable …

This difficulty in quantifying influence of the network in relation to internationalization of the curriculum was made apparent in two participants' responses where they were not able to identify a number that could accurately quantify impact (see chapter 4.1). Instead of assigning a number to the degree of impact the network has had on the work they do, these two members of faculty and staff responded that the network's influence has been more indirect, and that the impact has varied depending on the needs of certain situations. The fluctuating nature was emphasized again by participant 15 (Groningen); "different networks and different people are valuable to you at different moments in your

progression," which also points to the numerous other professional networks to which faculty and staff belong.

The one participant that has not yet interacted with the network stated that they were involved in other networks more relevant for their current work. Hence, "impact is large, and the opportunities are large, but there are also other things that our programs are involved in that contribute to intercultural awareness," (Groningen). These statements reflect the dynamic nature of learning and networks; there are many sources of impact on intercultural competencies related to teaching and learning that are constantly changing, and are difficult to analyze and fully comprehend. The findings from this study highlight experiences within one network, however, faculty and staff belong to several of their own networks. There may be peripherally engaged faculty and staff in this network that are deeply engaged in others.

What makes measuring impact in networks even more challenging is when there is little data collected prior to the network's formation. Participant two explained, "we didn't do what we call a zero measurement at the start." In addition, identifying evidence of any actual in-class implementation, changes in behavior, content, or attitudes of professional staff requires more extensive research.

However, studies like this one point to the value of extending conversations to a heterogeneous community, united in a shared environment, in order to spark reflection and new ideas. In addition, as noted in literature on internationalization (see Chapter 2), building a community that is able to interpret and contextualize the dynamic phenomenon of internationalization is a task that is often under-resourced and requires time. However, the network's events have helped ensure an ongoing dialogue to develop an increasingly

informed community. Participant one describes the network as a long term investment rooted in valuing diverse knowledge, where results will manifest; “fostering that kind of that fire, that kind of value in each other's knowledge on several levels... It's a value that takes time to grow,” (1, Goettingen).

5.8 Implications

This section discusses the relevance of these findings of the study for the U4Society network, academic staff supporting teaching and learning, and university leaders.

5.8.1. The U4Society Network

Though a common aim for networks is to increase visibility for member institutions worldwide, as is the case of the U4Society network, the network itself could benefit by being more visible to its faculty and staff (de Wit, 2004, p.32). Participants expressed that there were many times that colleagues had come back from a project meeting or workshop and were not aware that it had any connection to the network. In addition, participants from both institutions were skeptical of general awareness of the network’s existence. While literature on academic consortia (de Wit, 2004) and network theorists (Latour, 2005) argue it is not sustainable or significant that everyone in each institution be aware of the network and its activities, this study suggests that there might

be undiscovered value in the network being more visible, within its members. As presented in the analysis, being engaged just one or two times significantly influences conceptualizations of IoC, even if the deeper impact itself happens much later. Encouraging academics to be more explicit when a project or activity is connected to the network may increase visibility and network participation.

5.8.2. Academic staff supporting teaching and learning

This study is relevant for teaching and learning centers and academic developers as it indicates that faculty and staff benefit in multidimensional ways when engaged in affiliations external from their university. This is significant given the many engagements in which faculty and staff partake, and echoes Webster-Wright's (2009) Continual Professional Learning theory. Therefore, teaching and learning centers can recognize faculty and staff external affiliations, especially participation in partnerships and networks, as other sources that support professional learning.

The experiences that faculty and staff discussed in this study were only related to the U4Society network, however, all participants belonged to several other networks. This indicates that there is a wide spectrum of experiences that contribute to faculty and staff learning, some of which may not be easily achieved through isolated experiences within a department or institution. In terms of the U4Society network, this study finds these intercultural environments to be particularly conducive to conceptualizing IoC, with primary support at the institutional level.

Though both institutions in this study have or have had their own IoC initiatives, the academic staff leading these initiatives were able to use network events as a way to both ignite conversations of IoC, and start actualizing ideas discussed at the events. Therefore, academic staff can acknowledge external platforms as learning opportunities for faculty, while at the same time assisting their own agendas.

5.8.3. Institutional leaders

The analysis of the data calls attention to greater intentionality concerning university networks for institutional leaders. As globalization pressures institutional leaders to consider new ways of achieving excellence beyond their own institution, regional networks have become strategically used to accomplish these aims. In Europe, the European Commission has been incentivizing university cooperation through funding select university networks as a long term, regional strategy (O'Malley, 2019). Within these engagements, scholars have been concerned about the potential loss of national values and identity, in increasingly homogenized arenas (Killick, 2017; Orr, et al., 2019). However, beyond the economic and political dimensions of network relations, there is little known about the influences these relations have on social-cultural-educational aspects and knowledge production. Though the study did not assess the retention of national value and identity, the results suggest that in fact faculty and staff were better able to reflect on their own nation's culture, policies, and pedagogical approaches, with respect to others in the multinational network.

Additionally, it is crucial for institutional leaders to acknowledge the added value of network commitments in relation to teaching and learning, which likely benefits their agendas. Leaders must recognize faculty and staff roles and expectations within these arrangements, which should then be reflected in strategic plans. Otherwise, Killick (2017, p. 74) explains, opportunities "are unrealized" and ultimately lack resources "to support either the development of the faculty or the dissemination of their learning." To that end, when engaging in university networks, or alliances that involve educational opportunities, it is suggested that universities provide resources for cross-institutional events, especially those outside the scope of academic programs. These events should aim to facilitate faculty and staff professional learning by providing time and space to share expertise and experiences.

5.9 Recommendations for future studies

This study analyzed the conceptualizations and opportunities of internationalizing curricula within two universities in an international network of five universities. It found significant positive impact within those two institutions of the five in the network. A future study exploring impact across the five institutions would be valuable in capturing a wider range of faculty and staff experiences. This type of study would also be able to uncover any differences between institutions.

This research required participants to recall memories from the last ten years, which meant that at times there was a large gap between the experienced event and the time of interview for the study. Participants struggled to recall details about the events,

which limited the depth of their personal accounts. The difference in timing between the experiences and the interviews may affect the findings presented. However, even with this difference, it can be argued that the experiences shared must have left a considerable impression. Future studies could reduce this variable by conducting pre and post network event interviews, with follow-up interviews in increments afterwards.

The study did not attempt to answer if the network has the capacity to support faculty and staff in depth for a prolonged period, or independently from their institution's initiatives, however, these could also be topics for future studies.

5.10 Conclusion

Universities increasingly define graduate attributes to include global citizenship, where an "openness to or awareness of others, an appreciation of social and cultural diversity, a respect for human rights" is promoted in policies and curricula (Kirk et al., 2018). The European Commission (EC) ("About Higher education," n.d.) reflects these sentiments in statements on higher education, where "education and culture are essential to develop a more inclusive, cohesive and competitive Europe." Additionally, the EC's strategy to develop more interconnected networks of European universities aims at influencing practices, where the curriculum is set to be one platform to improve educational quality and innovation ("European universities initiative," n.d.). However, if faculty and staff learning is left out of these policies and plans, then sustained support will stay marginal, leaving curricular development as a superficial ambition. This study

indicates that faculty and staff engaged in internationalizing their curricula can benefit from university network opportunities.

This study analyzed how two institutions' faculty and staff engagement in the U4Society network influenced their approaches of internationalizing the curriculum. The results demonstrate that participation in network events led to deeper conceptualizations of internationalization of the curriculum as a result of academics having a safe space to share, challenge, and examine their own intercultural experiences. Because network interactions temporarily removed faculty and staff from their own departments, offices, and typical work environments, differences (between nations, universities, disciplines, individuals) added depth and were used as comparative points of reflection. As demonstrated in this study, internationalizing curriculum can be a process which binds multidisciplinary academic communities, such as those engaged in university networks. Additionally, the U4Society network effectively encourages and supports faculty and staff to innovate and try new pedagogical approaches, which likely benefit student learning. Engagement with the network benefits the individuals, as much as it does the institutions and the network.

Together, through diverse peripheral and deep engagement, this study indicates one network's ability to foster a greater sense of regional community and awareness of internationalization. These results were in part so positive due to the regional culture imbibed by the network and its member institutions; one of trust, openness, and interdependence. This study is the first to analyze the intersection of internationalizing the curriculum within a university network. The researcher adapted a combination of theoretical and conceptual frameworks that have not been applied together before, and

found it to be valuable in analyzing the phenomenon. The researcher hopes that more studies will be conducted like this that investigate teaching and learning in nuanced network environments.

The results of this study add to a growing body of research into International Higher Education and in particular, internationalization of the curriculum. In this field, research on IoC and university networks is still evolving. Though literature indicates the increasing prioritization of both IoC and network affiliations for university internationalization agendas, scholars have not extensively examined how or if they benefit each other, student learning, and academics working in these spaces.

In the current climate of 2020 where universities are rushing to create a vaccine for the highly contagious coronavirus, international synergy through idea sharing requires intercultural communication and respect for diverse paradigms of knowledge. At the same time, this pressing endeavor is coupled with a predicted decline in international student enrollment and increased platforms for virtual learning (Mitchell, 2020). The need for universities to pursue internationalization of the curriculum 'at home' is arguably more critical than ever. Universities will need to find innovative ways for faculty, staff, and students, to connect with international partners, be intentional about academic engagements, and use them as opportunities to improve learning for all.

University networks can provide unique platforms for the social-cultural-educational skills development and knowledge exchange needed in order to work in international contexts, promote a more inclusive society, and a "culture of peace..global citizenship and appreciation of cultural diversity" (United Nations, n.d). In this regard, university networks are at the nexus of inclusion, education, and innovation.

APPENDIX

Interview Questions

Group 1: Coordinators of academic clusters and program specific coordinators

N= ~6

*1. For Groningen: To what extent has the U4 Network influenced the international classroom project? In what ways? 1. For Goettingen: To what extent has the U4 Network influenced the IoC initiative? If so, how? In what ways? 1. For Uppsala: To what extent has the U4 Network influenced the initiative, "Internationalisation at Campus Gottland?"In what ways?

1. How did you first hear about the U4 Network and become involved (if you are involved)?

2. What do you think are the main advantages of being in the U4 Network? How important do you think that the U4 Network is for the work you do in internationalizing teaching and learning? On a scale of 1-10? Why?

3. How much interaction do you have with the IT+L program coordinators from the other universities in the network? How often and for what purposes?

4. How much sharing between institutions is there concerning internationalizing teaching and learning concerning best practices, resources, and otherwise? Do you ever feel competition amongst the member institutions, faculty, and/or coordinators? If so, please elaborate.

5. Do you believe that being a part of the U4 Network has impacted your institution's teaching and learning practices? To what extent? How?

6. Have you ever attended the U4's Internationalizing Teaching and Learning conference? How useful was it for you and in what ways? Have you attended other networking events run by the U4? (Have you or your colleagues implemented or changed anything upon returning from the conference?)

7. What other networks are you connected to that influence internationalization of teaching and learning initiatives?

8. Without the support of the network in internationalizing teaching and learning, what measures are in place at your institution to support the work you do?

Group 2: Faculty

N=~8 total

1. Have you heard of the U4 Network? If so, how?

2. What does internationalizing teaching and learning mean to you?

3. To what degree do you believe your curriculum or program of study to be internationalized?

4. How have you been supported in your internationalization work?

5. Are you in touch with other members from the U4 network? If so, how often? Have you ever introduced someone to the Network, or spoken to your colleagues about the work that they do?

6. How has being a member institution of the U4 Network affected your practice in internationalizing teaching and learning? On a scale of 1-10?

7. How and to what extent have you been engaged with the U4 network? On a scale of 1-10?

8. Does being a part of the network support ongoing engagement with internationalization teaching and learning? If so, how?

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