Spring 5-2017

Media, Borders, and Citizenship: Internationalization and Social Justice in an Undergraduate Communication Program at a Public University in New England

Kristi Mientka
SIT Graduate Institute

MEDIA, BORDERS, AND CITIZENSHIP:
INTERNATIONALIZATION AND SOCIAL JUSTICE IN AN UNDERGRADUATE COM-
MUNICATION PROGRAM AT A PUBLIC UNIVERSITY IN NEW ENGLAND

Kristi Mientka

PIM 75

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in In-
ternational Education at SIT Graduate Institute in Brattleboro, Vermont, USA

May 22, 2017

Advisor: Dr. Karla Giuliano Sarr

Consent to Use of Capstone

I hereby grant permission for World Learning to publish my capstone on its websites and in any of its digital/electronic collections, and to reproduce and transmit my CAPSTONE ELECTRON-ICALLY. I understand that World Learning's websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for any unauthorized use of my capstone by any third party who might access it on the Internet or otherwise.

Student Name: Kristen A. (Kristi) Mientka
Date: 5/22/17

TABLE OF CONTENTS

In addition to document analysis, I conducted semi-structured interviews with five faculty members and administrators who have been involved, either directly or indirectly, in the internationalization process of the department during their careers. The interviews focused on how these individuals have been involved in the department's internationalization process as well as their philosophies on both internationalization and critical pedagogies. I used a combination of purposeful and snowball sampling methods to identify interview participants. Rossman and Rallis (2011) define purposeful sampling as intentionally selective. In conducting my study, purposeful sampling allowed me to seek out key informants—meaning those who have been most directly involved in the internationalization of the department—as well as other individuals that key informants suggested. The key informants for this present study included a retired chair of the department who spearheaded its initial internationalization, as well as another former chair and faculty member who currently serves as the university's Dean of Faculty. Snowball sampling, which Rossman and Rallis (2011) define as building upon participant suggestions to find additional participants, allowed those key informants to recommend other individuals of whose influence on the internationalization process I was not previously aware. As a result of snowball sampling, I also interviewed the director of the International Programs Office, as well as two current faculty: an Assistant Professor of Communication, and an Associate Professor of Communication. Interviews took place primarily during the months of January and February 2017. In accordance with sound ethical practices, participation was voluntary; I informed participants that they could withdraw from the study at any time. Participants also signed an informed consent form, which I reviewed with them prior to conducting the interviews. Interviews averaged between 60 and 90 minutes. In order to keep the focus on the interview and allow for a more natural conversation, I recorded audio of each interview. The recordings were kept on a password-protected device, and were deleted upon conclusion of the study. I chose not to name the university in this paper to maintain the confidentiality of participants. In keeping with this, in the findings section, I use participants' titles, but not their names. At all times, I informed participants fully of the scope of the study and how I intended to use the information I gathered.

ABSTRACT

Higher education in the U.S. is becoming increasingly internationalized, a process which is necessitated by the global economy and the increase in communication and mobility across borders. The process of internationalization has many effects on institutions, programs, faculty, and students. It also has many purposes, among them to improve students' future employability and to foster understanding of social issues. The communication discipline, which encompasses a variety of studies ranging from media production to interpersonal communication, has seen the effects of internationalization. Those effects are evident in evolving curriculum and pedagogy that reflect the shifting dynamics of the media landscape and the changing interactions between individuals and organizations. This qualitative study sought to answer the question of how faculty and administrators approach the internationalization process in an undergraduate communication program at a mid-sized public university. The research, completed through a series of interviews and document analyses, illuminates the successes and challenges of internationalization in this communication program. The findings of this study show that both building students' employability and giving students tools to understand social justice issues are key components of internationalizing the discipline. Understanding the relationship between those components is essential for the discipline to educate future communication professionals to become responsible global citizens.

Introduction and Statement of Research Topic

A key purpose of education is to build human capital, the combination of knowledge and skills that affect an individual's levels of employability and economic productivity (Becker, 1993; Eide & Showalter, 2010). Holborow (2012) cites Belamy Foster (2011) and Bowles and Gintis (1976) in defining this purpose of education: "Education systems play a unique economic and ideological role for capitalism: they prepare people for work; they prioritise what should be taught; and, at any given historical moment, they decide how education can best meet the needs of capital" (p. 94). Internationalization has become a factor in how higher education creates human capital; this phenomenon is a driving force behind the growth and development of higher educational institutions. Colleges and universities are continuously evolving in order to produce graduates with knowledge about the world outside the U.S. That knowledge is becoming increasingly necessary both to improve employability and to foster social justice, and is becoming a priority in higher education for students across all disciplines (de Wit, 2011; Hudzik, 2014; Vavrus & Pekol, 2015).

Communication is common a field of study in higher educational institutions. The communication discipline encompasses a wide range of studies, from journalism to public relations to organizational communication and media literacy. Communication as an academic discipline is primarily a Western concept, having emerged first in ancient Greece as the study of rhetoric (National Communication Association, n.d.; Adhikary, 2013). The discipline migrated to the U.S. from Europe and developed within the U.S. higher education system during the 20th century, driven by the work of such theorists as Dewey, Innis, and McLuhan (National Communication Association, n.d.).

As intercultural understanding becomes increasingly necessary for practitioners in the communication field, it is more important than ever for students to understand the social and historical contexts that shape intercultural interactions. As a faculty member who teachers in the communication department at a public university in New England, I have observed this trend over the course of my work. Internationalization resonates in conversations with both students and colleagues, and it is an integral part of the courses I teach. The campus as a whole has been rapidly internationalizing, a process reflected in degree requirements and curriculum changes as well as study abroad opportunities. The internationalization process has also shaped the atmosphere of the campus, as international students and faculty arrive in increasing numbers and on-campus events focused on global issues are featured more prominently. More than ever, students express an interest in learning about international issues, both to help prepare them for future careers and to understand the world around them. There is a climate of excitement and urgency surrounding internationalization on the campus.

In my work, I have become curious about how internationalization affects the communication discipline in terms of both human capital and social justice. In completing this study, I wanted to gain a better understanding of how administrators and communication faculty frame global issues when presenting them to students in curriculum and programming. I proposed the following research question: How, if at all, does the internationalization process in an undergraduate communication program balance the need to give students tools to compete in a global job market with providing them opportunities to develop understanding of the social issues associated with globalization? As this question is pertinent to both my own work and the communication field as a whole, I conducted a qualitative study in order to investigate it further. In the pro-

cess, I discovered that faculty and administrators have a variety of responses to, and understandings of, the internationalization of the discipline. This capstone paper provides an overview of that study and presents my findings and conclusions.

My inquiry began with a survey of the literature in the field. The next section will outline that literature, highlighting the research that others have conducted, and identifying the gaps this study attempts to bridge. Following that section, I will detail my research methods, present and interpret the data I found during this study. I will elaborate on faculty viewpoints toward the internationalization of the curriculum, particularly with regard to how that process addresses social justice issues. Finally, I will make recommendations for future research in the field.

Literature Review

In order to contextualize this study, I sought out literature that defines internationalization and social justice teaching and explores their significance to the undergraduate communication discipline. The following questions informed my search for literature:

- What is the definition of internationalization in the context of higher education?

- What is the definition of social justice teaching?

- How, if at all, does social justice teaching factor into internationalization?

- How does the internationalization literature address the communication field?

- How is social justice teaching used in the study of communication?

To begin answering these questions and provide a foundation for inquiry, I sought literature that outlines the origins and purposes of the internationalization of higher education. I wanted to gain an understanding of how and why institutions engage in internationalization processes. In order to do so, I drew on literature assigned in my graduate coursework, and built on

the work of those authors to expand my search. To search for articles, I used the databases Taylor & Francis and JSTOR with a variety of keyword combinations including "higher education," "communication," "internationalization," and "social justice."

Factors in the internationalization process

According to theorists, globalization is a major contributing factor to the rapidly changing nature of higher education. Institutions of higher education face increasing pressure to become more "international" in order to attract students and donors—and by extension, generate funding—as well as produce graduates who can compete within a global job market (de Wit, 2011; Vavrus & Pekol, 2015). At the same time, many universities seek to adhere to missions that foster critical thinking and responsible citizenship. Although not mutually exclusive, those two goals can sometimes be at odds with each other. The strain between these two different goals derives from the role of education in the global economy. Vavrus and Pekol (2015) cite Wallerstein (1974) in describing the world's current economic landscape as a result of "capitalism on a global scale produc[ing] economically developed and underdeveloped regions" (p. 7). Wallerstein (1974) developed what he called world systems theory to explain the phenomenon of global capitalism creating so-called "core" and "periphery" regions in the world. By those definitions, the dominant core regions rely upon the oppressive use of labor and resources in the periphery regions. World systems theory explains the effects of the laissez-faire implementation of capitalism known as neoliberalism, a term coined in the 1930s by Rüstow. Neoliberalism is a theory of global development that generally has a negative connotation, as it implies an unregulated relationship between world regions that relies upon the more developed regions exploiting those that are less developed (Hartwich, 2009). The two above-mentioned purposes of internationalization

are sometimes in opposition due to the fact that while the former goal supports a neoliberal eco-

nomic system based on competition and privatization, the latter may contribute to dismantling

that system. This tension becomes more problematic as institutions grow, change, and establish

their own identities in order to market themselves and stay relevant (Vavrus & Pekol, 2015).

That process is examined by Hudzik (2014), who conducts a survey of internationaliza-

tion in U.S. higher education. Rather than using critical theory, as Vavrus and Pekol (2015) ap-

proach the topic, he examines trends and practices in the process. According to Hudzik (2014),

higher educational institutions are becoming increasingly internationalized. Hudzik defines the

comprehensive internationalization of colleges and universities as "a commitment, confirmed

through action, to infuse international and comparative perspectives throughout the teaching, re-

search, and service missions of higher education" (p.10). As such, internationalization is continu-

ally evolving. According to Hudzik (2014), the internationalization of higher education is not

new, but it has changed throughout time. The international exchange of ideas among scholars,

and mobility of students between higher educational institutions has existed for centuries. With

innovations in technology, the mobility of students and faculty, as well as the exchange of ideas,

has become progressively easier.

Hudzik asserts that the current iteration of internationalization serves to prepare students

to engage with an increasingly globalized world. More precisely, comprehensive internationali-

zation is the idea that internationalization affects multiple aspects of the campus—from off-cam-

pus study opportunities to the hiring of international faculty to the updating of materials used in

the classroom. Hudzik views internationalization as having the potential to democratize educa-

tion and facilitate access to ideas. He cites the facilitation of knowledge exchange across borders,

the increase in capacity for research. Furthermore, he argues that there is not one prescribed way

for a college or university to internationalize, but that the process is unique to each institution. Regardless of the approach or the institution, Hudzik posits that due to the changing dynamics in the modern world, internationalization is rapidly becoming necessary in order for individual institutions of higher education to survive. Further, he argues that it is crucial for graduates to understand what is happening in the world in order to expand the knowledge base of the U.S. as a whole. Those two statements allude to the tension (cited by Vavrus and Pekol) that exists between the different purposes for internationalization—that of upholding a neoliberal economic system and that of educating students to dismantle that system. While Hudzik cites reasons that fall under both of those categories, he does not acknowledge the tension between them.

Although the general consensus within the literature seems to align with Hudzik's view that internationalization is an inevitable part of the evolution and success of higher education, little of that literature delves deeply into the role critical pedagogies play in the internationalization process. Vavrus and Pekol (2015) interrogate the internationalization process in higher education as a whole, rather than its effects on specific disciplines. Using their work as a starting point, the present study aims to catalyze discussion on that important interplay specifically as it operates within the communication field.

Theorists refer to the intersection of internationalization and social justice teaching as critical internationalization. As indicated above, in contrast to Hudzik's mostly neutral to positive stance on internationalization, Vavrus and Pekol (2015) view the growing necessity of internationalization through a critical lens. They argue that internationalization is a byproduct of neoliberalism rather than a sharing of knowledge and ideas for the sake of cultural exchange and understanding. With the increasing corporatization of the higher education system, they contend that many institutions of higher education have come to view internationalization as necessary in

order to compete in a global market. Unlike Hudzik (2014), who looks toward the future, Vavrus and Pekol focus on the present and take a critical look at the current state of affairs. They argue that the internationalization process usually upholds the status quo, without taking into account the social, political, and historical contexts or power dynamics between the Global North and the Global South. These authors refer in particular to the creation and promotion of study abroad programs, the formation of partnerships, and the development of curriculum and pedagogy. They posit that even when institutions in the Global North claim to make space for global perspectives, programs and curricula sometimes continue to uphold dominant cultural narratives. Colleges and universities may aim to prepare students to become competitive in a global job market, but in doing so, they may neglect to take into account how social justice issues factor into the equation. Vavrus and Pekol (2015) note that much existing literature on internationalization neglects to address the question of the representation of marginalized social identities within curriculum. They argue that within the internationalization process, higher educational institutions often fail to address power dynamics or privilege. This deficit exists both within mobility programs and in the classroom on home campuses.

Despite these tensions, Hudzik's view and that of Vavrus and Pekol do not necessarily conflict. Hudzik acknowledges that internationalization could become problematic if done in a "homogenous" and prescriptive way, since different institutions have different structures, demographics, and needs. At the same time, Vavrus and Pekol do not necessarily oppose internationalization. However, Vavrus and Pekol extend the argument in positing that in order to prevent institutions from perpetuating social inequalities on a global scale, the internationalization process must factor in social justice issues. Vavrus and Pekol offer several solutions. They focus mainly on the idea of creating reciprocal relationships between institutions in the Global North

and Global South, which correct the imbalance in the spread of knowledge from North to South. Another key component of this task—at which Vavrus and Pekol hint, but do not delve deeply into—takes place in the classroom. This is the implementation of social justice teaching or critical pedagogies. Defined by Paulo Freire in his seminal text *Pedagogy of the Oppressed* (1972), the term "critical pedagogies" refers to an educational approach that challenges dominant narratives and forces learners to consider the ways in which they are both privileged and marginalized. This approach is alternatively known as "critical perspectives" or "social justice teaching," terms which I will herein use interchangeably. According to Freire, critical pedagogies offer students alternative histories to those they may have been exposed to in mainstream schooling. Those pedagogies aim to help students "unlearn" the traditional narratives they have been taught about history and culture, in order to empower them to create change and dismantle systems of oppression.

The relationship between critical pedagogy and internationalization

Despite the prominence of both critical pedagogies and the growing trend toward internationalization, the ways in which the processes of internationalization and critical pedagogies play out specifically within the communication field are underexplored. While some of the literature addresses the increasing significance of internationalization in the discipline, most does not delve deeply into the potential challenges and pitfalls of that process. This qualitative study attempts to fill that gap. Multiple database searches for articles including various combinations of the terms "internationalization," "communication," "journalism," "undergraduate," "education," "pedagogy," "social justice," and "curriculum" yielded few relevant results. The results of the search identified a few key texts on the subject that informed the approach of this study. Nam (2010)

and Papoutsaki (2016) both conducted literature reviews into the internationalization of the communication discipline. The only relevant qualitative study I found, conducted by Miller and Harris (2005), rounds out the list. The next section will analyze those studies.

Nam (2010) uses a Freirean lens to examine the concept of media literacy—the ability to analyze and think critically about media—in university-level communication courses. A communication faculty member at the University of North Florida, Nam argues that communication programs in U.S. higher education are becoming corporatized, stating that "[t]here are certainly still a considerable number of courses dedicated to examining the democratic obligations of the media and mass communication, but the curriculum is increasingly influenced by the logics of the market" (p.7). More specifically, Nam (2010) posits that communication programs have increasingly become a form of vocational education, and as a result, critical perspectives are neglected in favor of providing students with specialized knowledge in order to succeed professionally in fields like public relations or advertising. Nam also argues that media literacy is not prioritized in communication programs, and that faculty instead make the assumption that students should not try to create systemic change within the field. He argues that while media literacy is crucial, the current mainstream approach within the communication discipline is flawed. Rather than empower learners to analyze the cultural and historical context behind media, media literacy as it is usually taught assumes that individuals have no power to dismantle the status quo. Nam argues that the current approach assumes that rather than using mass communication as a tool of change, communication practitioners should continue to operate within existing systems. He states that "[e]ssentially, the dominant education in mass communication is politically pessimistic; it restricts students to the norms of the status quo and is consequently cynical toward the possibility

of change" (p.10). Nam (2010) argues that in order to empower communication students to dismantle the status quo, a view on media literacy that gives them agency to do so is necessary. Nam's article is essential to understanding that media literacy provides the crucial opportunity for students to understand and subsequently, as practitioners, to dismantle systems of oppression upheld, in part, by mass media.

The ways in which higher education frames mass communication can perpetuate those systems of oppression. Papoutsaki (2016) surveys the literature surrounding the journalism aspect of mass communication in higher education. A professor of communication in New Zealand who has conducted communication research in Central Asia and the South Pacific Islands, Papoutsaki (2016) makes a case in favor of decolonizing journalism education in non-Western contexts. She states that due to the fact that the Western model of education is viewed throughout the world as the norm, Western concepts of journalism pervade journalism programs. Like Nam (2010), Papoutsaki argues that U.S. communication programs are becoming increasingly corporatized. As a result, she posits that studying in those programs carries even more prestige for those from outside the Western and developed world. That prestige, she contends, serves to reinforce Western dominance over media systems in the non-Western world and assert Western hegemony—a view which reinforces Nam's argument for a needed shift in favor of strengthening and promoting media literacy as a tool of social change. She views media literacy as a tool of social change with the ability to counter the current corporatization.

Although the communication discipline focuses largely on media, interpersonal communication is also a key component. Miller and Harris (2005) examine interpersonal communication between individuals, rather than mass communication carried out through media. Miller and

Harris are instructors of communication who, at the time of their study, both taught at the University of Georgia. In their semester-long qualitative study, they observed classroom dynamics in an interracial communication course. Students knew they were part of the study, and gave their instructors permission to observe their interactions. During their study, which consisted of a combination of observation, focus groups, and interviews, Miller and Harris found that their white students were largely unaware of their own privilege. Further, when introduced to the idea that they might possess privilege, many white students resorted to defensiveness or denial. Many expressed fear or anxiety in regard to discussing race, afraid of "saying the wrong thing" and offending students of color. Miller and Harris argue that this resistance reflects a necessity for critical perspectives on communication. They argue that pedagogical approaches to teaching race—in particular, whiteness—are crucial to dismantling systems of oppression.

Crucial to resisting and changing those systems is an understanding of one's positionality within those systems. Takacs (2002) defines positionality as "where you stand in relation to others" socially and culturally (p. 168). Awareness of one's positionality is key in understanding one's interactions with others from different backgrounds. Halverson and Tirmizi (2008) frame social and cultural identity and interpersonal relationships through a social justice lens. They define one's position within a culture as a combination of "one-ups" (membership in a group that has power within a society) and "one-downs" (membership in a marginalized group, which has less power in that society). Membership in those groups affects how an individual perceives others, and the power differences between various groups contribute to the communication between individuals from those groups. Understanding the differences in power dynamics is essential to intercultural understanding. There also exists a danger that those attempting to understand inter-

cultural dynamics can make assumptions about others based upon their cultural backgrounds, rather than their individual experiences. Tajfel and Turner (1979) defined social identity as the group(s) with which an individual belongs. Further, they posited that each individual can be a member of both "in" (dominant) and "out" (marginalized) social groups. Adichie (2009) argues that exposure to people from differing backgrounds helps to eliminate stereotypes and fight negative perceptions from both sides.

According to the literature, the concepts of identity and social justice are integral to the study of communication. However, there is little to no current literature that addresses this while simultaneously taking into account the increasing internationalization of the communication discipline and how that process adds another dimension to the purposes of the discipline. The goal of this study was to fill that gap by gaining an understanding of how, if at all, administrators and communication faculty at a public university in New England envision issues of social justice and identity as informing the teaching of communication as the discipline becomes increasingly internationalized. The following section will describe the research site and the process of designing and implementing the study.

Research Site

The study took place in the communication department at a public university in New England, where I have taught as an adjunct faculty member for more than a year. This mid-sized university has made significant efforts to internationalize in recent years. Since appointing its previous president in 2007, the institution has rapidly increased its international focus in a variety of ways, including on-campus programming; curriculum and degree requirement changes; incoming student and faculty exchange programs; institutional partnerships abroad; and study

abroad options. The communication department has participated in numerous ways in those institutional-level initiatives, including the creation of several internationally-focused courses, some of which I teach. This study sought to address the effects of institutional-level initiatives, as well as initiatives beginning within the department itself, and departmental responses to trends toward internationalization of the field as a whole.

Research Design

In order to respond to the research question, I conducted a qualitative study that sought to answer how faculty and administrators address global issues in and outside the communication classroom. Rossman and Rallis (2011) state that qualitative research allows the researcher "to focus on individual experiences, small case studies, [and] firsthand knowledge of the social world" (p. 42). As the study took place in one specific department at one institution, the present study is small in scale. Due, in part, to the small-scale nature, qualitative methods allowed for deeper and more thoughtful investigation into this topic, giving me the opportunity to speak with educators currently in the field about their own personal experiences.

To conduct this research, I employed two qualitative methods: document analysis and semi-structured interviews. I chose to combine the two methods in order to triangulate the data. For the document analysis portion of my research, I examined documents that contained relevant information about the history and development of internationalization within the university and the Communication Department specifically. Within those documents, I looked for several themes relevant to curriculum and programming, including intercultural interaction and communication, the historical and cultural contexts of communication; imperialism, colonialism, racism, sexism, class, diversity, stereotypes, human rights, inequality, democracy, and social change.

In addition to document analysis, I conducted semi-structured interviews with five faculty members and administrators who have been involved, either directly or indirectly, in the internationalization process of the department during their careers. The interviews focused on how these individuals have been involved in the department's internationalization process as well as their philosophies on both internationalization and critical pedagogies. I used a combination of purposeful and snowball sampling methods to identify interview participants. Rossman and Rallis (2011) define purposeful sampling as intentionally selective. In conducting my study, purposeful sampling allowed me to seek out key informants—meaning those who have been most directly involved in the internationalization of the department—as well as other individuals that key informants suggested. The key informants for this present study included a retired chair of the department who spearheaded its initial internationalization, as well as another former chair and faculty member who currently serves as the university's Dean of Faculty. Snowball sampling, which Rossman and Rallis (2011) define as building upon participant suggestions to find additional participants, allowed those key informants to recommend other individuals of whose influence on the internationalization process I was not previously aware. As a result of snowball sampling, I also interviewed the director of the International Programs Office, as well as two current faculty: an Assistant Professor of Communication, and an Associate Professor of Communication. Interviews took place primarily during the months of January and February 2017. In accordance with sound ethical practices, participation was voluntary; I informed participants that they could withdraw from the study at any time. Participants also signed an informed consent form, which I reviewed with them prior to conducting the interviews. Interviews averaged between 60 and 90 minutes. In order to keep the focus on the interview and allow for a more natural conver-

sation, I recorded audio of each interview. The recordings were kept on a password-protected de-

vice, and were deleted upon conclusion of the study. I chose not to name the university in this

paper to maintain the confidentiality of participants. In keeping with this, in the findings section,

I use participants' titles, but not their names. At all times, I informed participants fully of the

scope of the study and how I intended to use the information I gathered.

To analyze the interview data, I used the online qualitative data analysis software

Dedoose. I transcribed the audio recordings of each interview and used the coding function in

Dedoose to discover common themes in conversations with faculty and administrators. Those

themes take the form of user-generated codes, and the software can present them in a variety of

charts and other visual formats to help the user visualize patterns. (See Appendix for a list of

codes used in the data analysis stage of this study.)

To analyze relevant documents I found throughout the course of my research, I applied

the same codes I used to examine the interviews. The documents I analyzed included all commu-

nication course syllabi for the Spring 2017 semester; as well as the university and department

websites, the course catalog, and the university's strategic plan. In total, I applied 50 original

codes to five interview transcripts and 43 documents. In both the interviews and the document

analysis, I looked for the themes mentioned above involving internationalization and critical and

social justice perspectives. While the data I collected were rich in these themes, they are also

subject to a number of limitations, which I outline below.

Limitations

Due to time constraints for this study and faculty availability, it was not possible to con-

duct interviews with every individual who has been involved in some way in the Communica-

tion's Department's internationalization process. I spoke with five individuals in total, two of

whom currently teach in the Communication Department; two others who have taught in the department in the past; and one of whom is an administrator not directly involved with the department (but who has worked with Communication faculty). Also due to the time constraints, I was unable to examine the effect of departmental internationalization or pedagogies on students themselves. However, the study provides a foundation for that work to be done in the future.

For the document analysis portion of the study, syllabi were only available for the current semester. Thus, this study provides a snapshot of what was occurring in terms of internationalization at this specific university during this particular semester. A more comprehensive study would include multiple semesters or a historic examination of syllabi as well as the nuance of how a course might change as different faculty members teach it. Additionally, not every course was offered during that semester, so there were some courses whose content I was unable to analyze through this method. Due to time constraints and the syllabi available, it was not possible to interview all faculty whose syllabi I examined. Future work might be able to more tightly corroborate syllabi with actual teaching practices.

In addition, this study is not generalizable; studies with small sample sizes that are not necessarily representative of a larger population typically cannot be applied to that larger population (Rossman & Rallis, 2011). In this case, that larger population would be faculty and administration at other higher educational institutions, as well as in other departments across the university. However, the findings herein will provide insight into the strengths and challenges of the internationalization process at a public university and within the communication discipline. By illustrating the internationalization process of an undergraduate communication program, this study will contribute to a richer understanding of challenges and best practices.

Presentation and Analysis of Data

In this section, I will analyze the interviews I conducted with faculty and administrators regarding their philosophies of internationalization and social justice in the communication discipline and make connections to the theories outlined in the literature review. Several major themes emerged over the course of this study. As I interviewed faculty and analyzed documents, it became apparent that communication is defined as a social science, and as such, the understanding it facilitates is naturally linked with internationalization. Additionally, I gained a clear picture of the campus internationalization process and how it has shaped the department in terms of curriculum and degree requirements. Finally, I learned how faculty and administrators envision internationalization both in and outside the classroom and how it can be leveraged to give students an optimal experience in an undergraduate communication degree program.

Understanding and defining the communication discipline

The institution I studied, as well as the broader discipline itself in U.S. academia, define communication as a social science. A former department chair, who currently serves as interim Dean of Faculty, has taught courses in communication theory. She sees communication's ability to deconstruct basic human behavior as essential. She stated, "What's so valuable about communication as a discipline is its ways of constructing an epistemology that excavates at its very core what it is we are doing when we communicate." She said that at its core, the discipline involves "asking us to think about our ways of knowing and the symbols we use, and what that means when we take them out of the familiar." She added that "one of the powers of our discipline is to create alternative stories that are as compelling. How's a story about human freedom, rather than human fear and terror, more compelling?" (Interview)

Communication as an undergraduate discipline, as the Dean of Faculty views it, defies simple definition, which can sometimes lead to anxiety among students:

It's easier to value something when a field has a job title. So if communication

was really just about making a newscast: "Who What Where When Why"—as if

that were transparent and not a construction itself—that would be very comfort-

ing. (Interview)

The communication discipline is perhaps not easily defined due to the fact that it ad-

dresses a variety of aspects of human communication, from daily interpersonal interactions to the

media systems that transmit information to mass audiences. As those interactions and systems

traverse borders more frequently, and as higher education internationalizes, the discipline is con-

tinually evolving. The next section moves beyond the definition of communication as a disci-

pline to investigating the effects that the university's internationalization efforts may have had on

the department as a whole.

Campus internationalization and its effects on the department

The university where this study was conducted has made major changes toward interna-

tionalizing as a campus. Those changes have impacted the department in a variety of ways, in-

cluding within the classroom and in the development of programming outside the classroom

(both on and off campus). According to website analysis and interview data, as of 2017, the uni-

versity does not have a comprehensive internationalization plan. Strategies for internationaliza-

tion are included as bullet points within the university's institutional-level strategic plan. Rele-

vant strategies include supporting civic engagement both globally and locally; creating interna-

tional exchange opportunities for students, faculty, and librarians; and building an inclusive com-

munity that makes room for multiple voices and perspectives.

The communication department has specific goals connected to internationalization. As illustration, the department's homepage on its website states that the major gives students background in history and theory to better understand communication in a globalized world. The description goes on to emphasize the department's commitment to encourage graduates to be ethical communicators and responsible citizens. These perspectives are included in a variety of communication courses. In course descriptions found on both the department website and in the university's course catalog, the following courses in the communication department are explicitly described as international or global in nature: Global Communication, a 200-level graduation requirement for all communication majors; Intercultural Communication and Global Film Studies, 200-level elective courses that are open to all majors as part of the university's general education core; International Communication, and Theory and Practice of International Conflict Transformation, both 300-level electives. An International Seminar, or short-term faculty-led study abroad course, is also listed.

All interview participants cited a number of efforts made at the institutional level—including the hosting of guest speakers, the hiring of international faculty, and funding for domestic faculty to travel to other countries—which have all contributed to an increased international consciousness and knowledge base on campus and created discussions around social justice issues. The Dean of Faculty said she believes both the university and the Communication Department do "a great job trying to expose students to points of view and which are not necessarily 'home.'" She said she sees "a kind of intentionality to name and make visible experiences of international faculty and international students" (Interview).

Despite these successes, internationalization at both the institutional and departmental

levels has nonetheless proven challenging to implement. The retired department chair cited com-

munication both within the department and between departments as a significant hurdle to inter-

nationalizing the curriculum. He said the process is lengthy and involves approval from multiple

stakeholders on campus, including the curriculum committee:

> You have to be very careful you're not going to step on toes of other departments,
>
> because they might say, "No, we're teaching that, you can't do it," but then you
>
> change the title...all this takes many years. (Interview)

The retired chair cited the geography of the campus—the department itself is located in a

building that is largely physically isolated from other departments—as another barrier: "Unless

you're on committees, you just don't cross campus and meet people" (Interview).

In this same vein, the Director of International Programs said that due to the multitude of

challenges, she believes the university has not addressed social justice in its internationalization

process as much as it could. While she said her department and others have worked to bring in

international guest speakers, and speakers who have worked internationally or can share personal

experiences with social justice issues, there has yet to be a formal conversation at the institu-

tional level about social justice within internationalization:

> As far an overarching implementation, that hasn't happened. It's been touched on
>
> through guest lecturers and through specific courses, but there hasn't been a sys-
>
> tematic approach or coverage of that subject. (Interview)

All participants I interviewed expressed a belief that internationalizing the campus and

the department should not be exclusive to study abroad. The Dean of Faculty stated that while

she believes travel can be a valuable experience in helping communication students understand

the world, including international perspectives in the curriculum on campus should be a priority:

> Clearly we need to be doing more to educate people about the public good, and I
>
> think that travel doesn't necessarily do that. So internationalizing the campus—by
>
> naming and making visible and providing experiences which co-exist, and the
>
> struggle of that coexistence, through curricular and co-curricular activities—can
>
> be really educational. (Interview)

Many participants echoed this view that off-campus travel or service programs need to

function in cooperation with classroom study and other on-campus conversations in order to be

intentional and successful. The next section highlights the on-campus component of internation-

alization, specifically how it plays out in the classroom.

Challenges of social justice and internationalization in the communication classroom

The faculty and administrators I interviewed stated that they have met with a variety of

challenges during the process that have continually forced them to evaluate their approaches in

the classroom. Those barriers have included resistance from students who feel social justice is

not as important as vocational skills, an attitude which aligns with human capital theory. In addi-

tion, participants cite a lack of many students' previous exposure to cultural contexts outside

their own. Fittingly, participants stated they believed the importance of social justice learning to

the internationalization process is due to the latter. In addition to these challenges, whether a

course is theoretical or more production-orientated also seems to determine the course's integra-

tion of international and global themes.

Student novices to global issues

The retired department chair, who spearheaded the departmental internationalization initiative beginning in 2001, cited the events of 9/11 and the lack of U.S. understanding of the Middle East as his key motivation for addressing social justice in the classroom: "We were thinking about how could we keep together a concentration that addresses the issue of massive ignorance we have about those cultures." He cited a communication ethics course he taught for many years and stated, "I think, course by course, we each would have a different take on it. I certainly wanted to stitch [social justice] in, wherever I could" (Interview). The Dean of Faculty echoed that importance, stating that "in the social sciences we have a particular responsibility for helping, guiding our students to see that the world is a human creation" (Interview).

Despite the consensus among faculty in the department seems to be that while social consciousness should be central to the study of communication, convincing students of this fact poses a challenge. More than ever, the Dean of Faculty posited, she sees the communication discipline in the U.S. context as struggling with how to address human rights, poverty, and the environmental issues caused by the production of technologies. She cited students' expectations of what a communication degree entails as a major barrier to what she wants to accomplish in the classroom: "What students and institutions want is to teach how to write a press release and how to make a web page, as if those are divorced from context" (Interview). Echoing Papoutsaki (2016), the Assistant Professor stated that unless they have significant travel experience or come from outside the U.S. her students are typically not engaged with what is happening outside the U.S.:

> Students don't really want to read proper news sources. They would probably go
> read something that may not be accurate, and they do not check their facts. So for

those who haven't had any travel experience, everything you're telling them is

kind of farfetched. (Interview)

Students also often lack the awareness, she said, that the U.S. is a global superpower. There are often gaps in their knowledge of the complex power dynamics and history behind that status—especially about how those dynamics affect how Americans interact with, and are perceived by, the rest of the world. To remedy this lack of knowledge, the Assistant Professor said, is a challenging and long-term process. In her experience, that process usually does not occur over the course of a semester. She stated that in order to change their perspectives, students need to become active seekers, rather than passive receivers, of information.

The Associate Professor also discussed his approach to this lack of awareness in the classroom, stating that many students do not initially understand how international or intercultural issues are connected to their daily lives. He said a lack of significant intercultural experiences, students often come to the classroom with a limited perspective on how they are personally affected by intercultural social justice issues: "That's a self-realization that involves experiencing different [cultural] practices and being sometimes frustrated, which many students, I realize, do not have yet" (Interview). At the age of most students, the Associate Professor said, he also had limited experience outside his own cultural context, and had not experienced the discomfort of culture shock. His solution is to "try to come down to that area where I was when I was in my early twenties and late teens" (Interview). Viewing the issues from that perspective, he said, has been helpful in reframing his approach in the classroom.

The Dean of Faculty also said she notices this lack of awareness presents barriers in the classroom. She stated that her approach is to share literature that draws students' attention to the

fact that within human-created social structures, individuals' experiences differ based on their

social identities:

> A white woman of economic and social and cultural privilege is going to relate to
>
> the system very differently than, say, someone who is living in an impoverished
>
> area, who is an immigrant of color. So by introducing students to that literature
>
> and then being able to connect them with current events, that go deeper into what
>
> the literature is saying, I'm hoping to triangulate your experience. (Interview)
>
> In the classroom, she said, she continually addresses her own positionality and privilege

openly as a way of modeling to students how to do so in their personal and professional lives.

She added that she asks students to read texts that will make them "extremely uncomfortable"

and shift the boundaries of their understanding. She cites curriculum as "a valuable subcategory

of internationalization":

> One of the things that I would like to see us do more as a discipline is that sense
>
> of what it means to think about how other countries organize themselves—around
>
> information, around interpersonal communication. That reveals the limitations of
>
> thinking only in one way. (Interview)
>
> The Director of International Programs echoed that sentiment, stating that the presence of

international students is valuable to domestic students' learning that there are multiple ways of

thinking and knowing:

> [International students] bring such a different perspective, an affirmation of the
>
> fact that there are other points of view and other realities and other cultural norms
>
> that affect the way we write and research. It's important for our students to know
>
> and to experience. (Interview)

Understanding that their ways of looking at the world are relative and can be limited by their experience, the Assistant Professor of Communication said, is an integral part of her approach to internationalization in the classroom. As an international faculty member, she shares examples of her own personal experiences as an immigrant to the U.S. She said her goal is for students to understand that their worldview is not the only one. The Assistant Professor views understanding one's positionality as crucial to the study of communication. She said she continually impresses upon her students the message that "you should be open to learning about people who think differently from you, who look different from you, and who act differently from you" (Interview).

To help students frame their understanding of the world and their positionality, the Associate Professor uses theory in his Global Communication course. He cites the theories of stereotyping, cultural discourse analysis, and orientalism:

I use those as heuristic conceptual frameworks, meaning that it's a set of tools for me to look at intended and unintended consequences of certain communication practices resulting in injustice and environmental degradation or exploitation. [...] It takes just about a whole semester to really tackle every single idea that Edward Said is talking about, but I don't feel like we don't have to do that for this 200-level course. Just touch upon it. So I combine the three. (Interview)

In addition to presenting theories, the Associate Professor said he hopes to model interpersonal interactions in the classroom by providing a space where students can make mistakes, the necessity of which is reflected in the work of Miller and Harris (2005). The Associate Professor said that while students may unintentionally make comments that offend others from different backgrounds than themselves, this is an inevitable part of communication and to be expected.

He said students need to have a basis for understanding how to handle these situations in real life, an idea which echoes Tajfel and Turner (1979) and Takacs (2002).

Course content

While the challenges faced by faculty in helping students work through such issues in the classroom seem to be universal across courses that address both interpersonal and mass communication, an analysis of course syllabi reveals further nuance. I analyzed syllabi to see if they explicitly referenced any of the international and/or social justice-related concepts, or adjacent issues, mentioned earlier.

The only internationally-focused course offered during Spring 2017 was Global Communication. That syllabus referenced nearly all of the above themes. The syllabi for most sections of the 100-level introductory survey courses—Introduction to Mass Media and Introduction to Human Communication—list globalization, international communication, and/or intercultural understanding as part of their focus in the latter half of the semester. Those themes are also present in most syllabi for the course Writing for the Media (and are also touched upon toward the end of the semester). Other syllabi that reference the above concepts are the 200- and 300-level courses Film & Gender, Issues in Advertising, Communication & Conflict, Documentary Film, and Issues in Media Industries. Those syllabi reference those themes primarily in their "goals" or "objectives" sections.

In contrast, most production-related courses (200-300-level courses including Introduction to Communication Technology, Web Design, and Video Production) do not explicitly reference any of the above or other global, international, or social justice dimensions of communication in their syllabi. Other courses that omit these themes from their syllabi are Foundations of Communication Research, Advanced Public Relations, and Organizational Communication.

Based on this document analysis, production-based courses do not prioritize understanding the systems of oppression upheld by media or the problematic implications of media production. In an interview, the Dean of Faculty expressed that she felt at times that the department offered too many production-based courses. She said theory-based courses can be more essential in that they provide a foundation for understanding how media systems function and shape the world.

Some participants expressed that while addressing global social justice issues within coursework is necessary and important, there are limitations to buliding that knowledge in the classroom. The next section will outline participants' views on how learning beyond the class-room can influence communication students' global understanding.

The importance of learning outside the classroom

One of the most significant components of the university's internationalization plan has been study abroad. There was a variation of opinions among the individuals I interviewed about the value of study abroad within the communication discipline. Some expressed a belief that study abroad enhances on-campus learning by exposing students to perspectives they would not otherwise encounter in the classroom. Others argued that while this can be true, institutions must approach such programming with caution, as it can have the unintended consequence of reinforc-ing stereotypes and misconceptions about other cultures. This section will highlight participants' views on the value of off-campus study to supplementing the on-campus component of a com-munication degree program.

Learning outside the classroom is a key component of the "high-impact experience," an institutional-level initiative which will become a graduation requirement at the university in 2017. According to the Director of International Programs, that requirement will involve students

completing some type of experience outside the classroom—be it an internship, a volunteer position, or study abroad. During an interview, she described the high-impact experience as "a way of combining the liberal studies focus of the university with practical training, which we're finding is more and more important, especially as students and families are focusing on employability after graduation." In addition, the Director of International Programs said she feels communication students are especially drawn to learning about the world around them, particularly outside the borders of the United States, because communication is "not such an inwardly-focused major, like accounting, for example" (Interview). The Director of International Programs and the retired department chair both touted study abroad as an important component of communication students' learning experience that can supplement on-campus coursework, echoing Hudzik (2014). Both of these study participants cited multiple reasons, including a belief that study abroad can help students to understand current events in ways they could not necessarily accomplish on campus. Both also pointed to intercultural understanding and human-capital theory related notions of increased employability as reasons for students to study abroad, also points argued by Hudzik (2014). According to Open Doors data, communication and journalism students comprised 5.8% of the U.S. students to study abroad in the 2014/2015 academic year. This statistic places communication students toward the middle. Slightly straying from that trend, communication majors at this institution are particularly highly represented in study abroad. The Director of International Programs stated that communication majors are one of the largest groups of students from this institution to study internationally. She said this statistic is probably largely due to the department's support of students' decisions to do so, including the fact that "the department has been very generous in articulating coursework from international schools so that

students can apply what they've learned to the degree requirements pretty seamlessly" (Interview). She cited what she sees as a major benefit of study abroad specific to communication students:

> Students can study on the ground in the location where some kind of conflict has occurred. Students have studied, for example, in Jordan, and are able to study about the Middle East conflicts and have that direct connection with not only the theoretical conflict, but also the real-life people who are affected. (Interview)

Visiting areas affected by conflict or other major events can provides students with practical understanding of how to approach such issues as future journalists or professionals in the communication field, an experience cited by the retired department chair. He was one of three faculty in the department with whom I spoke about their experiences in planning and implementing such programs, including their importance and the challenges faced when creating them. The retired department chair designed and led several short-term study abroad courses for students at the university. He said he felt a "do-it-yourself" approach was most beneficial in his experience in organizing study abroad programs, lamenting that study abroad has become an "industry" that sells packaged experiences rather than truly seeking to build understanding: "This is just the American market; we have been coached and educated to want these things, and suppliers are giving us what we ask for" (Interview). That sentiment echoes Vavrus and Pekol (2015) who refer to the increasing commodification of higher education. When short-term study abroad programs are done right, however, the retired chair said students benefit from "a terrific sense of connection. This is not cinema through a bus window, this is real" (Interview). As an example of a successful short-term program, he cited a trip for communication students he led to Oaxaca,

Mexico, in 2006. Students met weekly for several weeks before the trip, learning about the history of their destination. A transformational experience for students that was unplanned, the trip happened to coincide with a leftist teachers' strike in the region. Although the timing of their visit with this event was unplanned, witnessing it, he said, allowed students a view into struggles for social justice outside the U.S. context.

While most participants expressed the importance of exposing students to those non-U.S. perspectives, not all participants enthusiastically recommended study abroad programs as ideal ways to do so. The Dean of Faculty said she believes while travel or service work abroad can provide valuable learning opportunities to students, she hesitates to enthusiastically recommend those experiences. Study abroad, she said, should not be the only way students gain international perspectives. She said she has "mixed feelings about international travel for the purposes of educating U.S. students about, 'This is how other people in the world live. Let's go perform charity'" (Interview). She cited a past international service trip which the department implemented:

> We did not want our students bringing their positionality as the singular position-
>
> ality to that context. We felt that by doing that, we were simply perpetuating a
>
> problem and re-instantiating ideas around race and class. (Interview)

To support her viewpoint, the Dean of Faculty cited Enloe's (1990) book *Bananas, Beaches, and Bases*, which outlines the relationship between military, imperialism, and tourism in the developing world. The Dean of Faculty said she believes that "higher ed[ucation] needs to be really careful and be mindful of that history as we structure programs" (Interview).

The Associate Professor said socioeconomic status can be a barrier for many students and can prevent them from studying abroad. With this in mind, a key component of what he wants students to understand is that "in order to address all the social injustice and the conflict abroad,

we need to start from home" (Interview). In addition, both the Assistant Professor and the Dean

of Faculty expressed views that intercultural dynamics are not limited to the international; both

pointed out that students can have just as much an intercultural experience in their own coun-

try—or even their own communities—as they could by crossing borders.

As an example of successful intercultural social justice learning in a domestic setting, the

Assistant Professor, who has also served as the faculty director of civic engagement for campus,

spoke about a service-learning project she led. Under her guidance, a group of students volun-

teered with a nonprofit community gardening organization over the course of a semester. The or-

ganization is based in a nearby city, which is socioeconomically challenged and has high popula-

tion of people of color, many of them immigrants and refugees. Many of her students, the Assis-

tant Professor said, were initially afraid to travel to this city. Based on stereotypes, many stu-

dents—especially those who were white—thought it might be dangerous. However, their percep-

tions were changed after they visited the organization and met some of the people it served:

"Working predominantly for minority ethnic groups like African Americans and Latinos, they

realized, 'Wow, our perception of [the city] is entirely different'" (Interview).

Overall, faculty and administrators seem to agree that both study abroad and service

learning can be important components of the communication degree requirements. Hudzik

(2014) makes this argument as well. However, most state a belief that those experiences should

be developed and implemented with care and intentionality in order to maximize student learning

while also being mindful of the impact on local communities. When implemented successfully,

study abroad and service learning can enhance student understanding of the world, a benefit

which can contribute to both social justice understanding and competitiveness in the job market.

Improving employability vs. gaining social consciousness

Recall that internationalization has multiple purposes in higher education, among them improving students' job prospects upon graduation (Hudzik, 2014), a purpose which aligns with human capital theory. Because a primary goal of the communication degree program often focuses on giving students marketable skills, social understanding as it relates to the discipline often becomes a lower priority for both faculty and students. The Dean of Faculty observed the tension referenced by Vavrus and Pekol (2015), stating that "internationalization should be embedded in our discipline, but I think it often gets fractured, as if it's not somehow connected to what students need to know to function professionally" (Interview). She said that largely due to the commodification of higher education, she continuously struggles with how to balance students' desire for professional training and "hard skills" with an understanding of how social issues are connected with communication. She said,"it would be easier to sell to students a course in creating international television programming and say, 'Here's a recipe,' rather than to say, 'We're really going to take a look at why we need to deepen understanding.' Not the market appeal" (Interview). That market appeal is cited by Nam (2010) as a problematic driving force in communication programs. To illustrate her point, the Dean of Faculty cited students' reactions to a departmental service project she and a colleague organized together:

> After this very intensive experience, to explore this concept through different writings and through doing a service project where we asked students to reflect on their social location as they related to a community that was very different from their own very homogenous groups, a very good student raised her hand and said, "When are we going to learn something in this major that's really important, like Excel?" (Interview)

The Associate Professor noted that many students' priority in the degree program tends to be finding a job after graduation rather than understanding social issues and how they connect with communication. He said he struggles with the tension between internationalization as part of vocational training and as a component of social understanding. Reflecting human capital theory, the Associate Professor said students tend to view learning about social justice issues as "a nice idea that will make them more well-rounded, but they have to fit into the job market first." He noted that students tend to prefer gaining practical skills that will make them competitive in the fields of journalism, public relations, publishing, and advertising. He stated that in the classroom, his goal is to help students understand how issues of international and intercultural social justice may be seemingly unrelated to their work, the concepts are, in fact, intertwined:

> My approach has been to recognize and understand how their good intentions of making a living, finding jobs, creating media products, can be indirectly interconnected with social injustice and exploitation of workers abroad. (Interview)

The Associate Professor said he believes one of the biggest "secrets" of the communication department—which is not openly advertised in course catalogs or the university website—is that the department truly is "all about social justice." Most faculty in the department have addressed social justice in their own work, he said, and strive to bring social justice issues into the classroom. He said if more students understood how deeply the department focuses on social justice issues, they probably would not want to enroll in the major for fear that their degrees would not be practical or give them adequate skills to function in the professional world. However, all faculty expressed a view that social justice understanding is a valuable skill in itself.

Despite the efforts of individual faculty, some faculty and administrators feel there needs to be more effort to collectively address social justice as it pertains to internationalization in the

field. The communication discipline as a whole, the Dean of Faculty expressed, has been failing

to adequately address structural issues that lead to inequality. She said that from what she has ob-

served, the discipline does not present its multiple facets as interconnected to each other or to

global issues. She said that simply providing students with the components of communication is

not enough, and that the discipline needs to take a more holistic approach: "At this point in the

global economic—and particularly environmental—crisis, we can't do an 'add-and-stir' ap-

proach. As a discipline, we are not rising to that occasion" (Interview). Changing this approach

can begin with choosing the right instructors. During the departmental faculty hiring process, the

Dean of Faculty said her choices have been driven by the ability of potential instructors to ex-

plain to students the social and cultural structures that are intertwined with media systems and

production:

> If I have two candidates to hire and both can do web design, I want the person
>
> who has web facility and can do that basic teaching—but also has a core social
>
> science thinking—more than I want the tech. Even if the tech is brilliant. Because
>
> this person can be almost brilliant at tech, but will be able to bring to our students
>
> tech in context. (Interview)

The Dean of Faculty said that while she understands it is important to prepare students

for the workforce, she believes both intercultural communication and social consciousness

should be integral to the study of communication: "Our discipline is at the core of what some of

these larger struggles are—struggles for human freedom. They are struggles over technology, but

not, 'Can you do Excel.' That's the wrong question" (Interview). The Dean said she believes that

ultimately, a communication program should teach students to "use the technology to tell stories

that are going to matter" (Interview).

As explored in this section, all participants in this qualitative study expressed a belief that employability and building social consciousness are not mutually exclusive within the internationalization of the communication discipline. While students may resist the idea of social justice learning in favor of acquiring marketable skills, many participants said they believed it is possible and necessary for students to achieve both of those objectives. Working to help students cultivate this understanding, most communication faculty said, is a continuous process that requires persistence and patience.

Discussion

This study illuminated a number of important considerations in the internationalization of an undergraduate communication program. It made clearer the approaches faculty and administrators have taken as that process evolves, as well as on the challenges they face. Echoing the findings of both Hudzik (2014) and Vavrus and Pekol (2015), the study shed light on both the necessity and the problematic elements of internationalization. The findings give a clear picture of how faculty and administrators in communication view the discipline's power to create global understanding. All participants in this study view building that understanding as a crucial component to students' experience in the major and future success as communication practitioners and global citizens.

Overall, the document analysis and conversations with faculty and administrators revealed a number of perspectives on internationalization of the communication discipline. Interviews with faculty and administrators indicated that they are conscious of the tension that exists in the communication discipline between promoting employability and fostering social consciousness through internationalization, which reflects the commodification of higher education. This aspect of the process resonates in the arguments made by Vavrus and Pekol (2015). One

factor many believe contributes to that tension is the fact that since the understanding of the communication discipline itself is broad and encompasses many facets (ranging from media production to interpersonal communication), it can be challenging to present those aspects to students as being interrelated. Additionally, in keeping with Vavrus and Pekol (2015) both faculty and administrators expressed that students and their parents are likely to value employability after graduation, and to view social justice learning as secondary or even unnecessary to the college experience. Participants expressed that they receive feedback from many students that social justice issues, especially on a global scale, are disconnected from their daily lives and irrelevant to their future work as communication professionals. At best, faculty participants stated, students have expressed that they view learning about those issues as "nice," but unnecessary. Based on the analysis of 40 syllabi, most theory-based courses seem to include at least some component of social justice, while most production-based courses do not. This discrepancy reflects the tension between building human capital and fostering social understanding.

Despite students' perceived resistance, all study participants expressed a view that it is crucial for anyone who graduates with a communication degree to understand global social justice issues in order to be effective and ethical communication practitioners, a view that resonates in the work of Nam (2010) and Papoutsaki (2016). All faculty participants include social justice and human rights issues in their lectures, discussions, and assignments. Most use a combination of theory and sharing personal experience—which often means addressing their own positionality—to expose students to the idea that social justice and human rights are connected with multiple aspects of communication. Helping students understand their own relationships with power and privilege, and how those connect with students' future professional work, is a key teaching goal cited by many participants, which echoes the conclusions of Miller and Harris (2005) from

their study of communication students. None of the participants with whom I spoke had a clear-cut answer for how to accomplish this goal; most indicated that it is a dilemma with which they have struggled throughout their teaching careers.

Although like Hudzik (2014), many participants agree that a study abroad experience can be a valuable part of comprehensive internationalization that enhances student learning, some faculty and administrators are more enthusiastic than others about the benefits of study abroad for communication students. Those who are more cautious to recommend study abroad as a supplement to on-campus coursework argue that it is not accessible to all students, and when not carefully implemented, can even perpetuate existing structures of oppression in the world. Both faculty and administrators expressed a belief that learning experiences outside the classroom do not necessarily need to be study abroad. Most participants argued that intercultural understanding can be built on campus and in the communities surrounding the university, and that students do not necessarily need to cross national borders to gain perspectives on social justice issues affecting people from different cultural backgrounds.

Defining communication as a social science, most faculty and staff seem to agree that a strong potential exists within the discipline to create opportunities to make students aware of social issues both international and domestic. However, the findings from this study also indicate that there is still work to be done within the communication discipline in terms of reaching a consensus on the balance between helping students understand the social justice issues associated with globalization and producing employable graduates with global knowledge. My interviews with faculty and administrators, as well as review of documents, confirm that while informal conversations frequently happen within the department around this issue, there has been neither a formal departmental nor an institutional initiative toward addressing it. Additional factors that

may contribute to that missing piece include a lack of interdepartmental collaboration, which most participants cited.

Further research on the internationalization of the communication discipline and its implications for social justice and human rights issues could provide valuable information that would help the future development of the discipline. Future work might examine course content more closely, particularly how, if at all, production-focused (as opposed to theory-based) courses can address issues of identity and social justice. In addition, a key perspective not addressed by this present study which could be a focus of future work is that of students. Faculty and administrators shared their impressions of students' experience, but it is important to acknowledge that only the students can speak for themselves.

The present study opens up dialogue unique to communication departments in higher education. The findings provide a foundation for future inquiry, and most importantly, they illustrate the ways in which faculty and administrators view the internationalization process within the discipline. Such an analysis may provide clearer focus to important conversations about internationalizing the communication curriculum as well as deepening understanding of how communication programs can best educate global citizens.

BIBLIOGRAPHY

Adhikary, N.M. (2013). Communication theory and classical Sanskrit texts. *Rural Aurora*, 2, 112-125.

Adichie, C. (2009). *The danger of a single story* [Video file].
    Retrieved from ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Becker, G. (1993). *Human capital: A theoretical and empirical analysis with special reference
    to education.* (3rd Ed.). Chicago, IL: University of Chicago Press.

De Wit, H. (2011). *Internationalization of higher education: nine misconceptions*. Lecture
    presented at University of Applied Sciences, Amsterdam.

Eide, E. & Showalter, M. (2010). Human capital. In D. Brewer & P. McEwan (Eds.)
    Economics of Education (pp. 27-32). San Diego, CA: Elsevier.

Enloe, C. H. (1990). *Bananas, beaches & bases: making feminist sense of international politics.*
    Berkeley: University of California Press.

Freire, P. (1972). *Pedagogy of the oppressed.* Harmondsworth, Middlesex: Penguin Education.

Hartwich, O.M. (2009). *Neoliberalism: The genesis of a political swearword.* The Centre for
    Independent Studies.

Holborow, M. (2012). Neoliberalism, human capital and the skills agenda in higher education -
    the Irish case. *Journal For Critical Education Policy Studies* (JCEPS), *10*(1), 93-111.

Hudzik, J. K. (2014). *Comprehensive internationalization: from concept to action.* Washington,
    D.C., NAFSA: Association of International Educators.

Institute of International Education (2016). Fields of study of U.S. study abroad students,
    2004/05-2014/15. Open Doors Report on International Educational Exchange. Retrieved
    from http://www.iie.org/opendoors

Knight, J. (2008). *Higher education in turmoil: the changing world of internationalization.*
    Rotterdam: Sense.

Knight, M., & Hawtin, J. (2010). The new global J-school: issues arising from the
    internationalization and monetization of journalism education. *Journalism & Mass Com-
    munication Educator*, *65*(3-4), 250-254.

Miller, A. & Harris, T. (2005). Communicating to develop white racial identity in an interracial
    communication class. *Communication Education*, *54*(3), 223-242.

Nam, S. (2010). Critical media literacy as curricular praxis. *Javnost - The Public, 17*(4), 5-23.

Papoutsaki, E. (2016). De-colonising journalism curricula. *Media Asia, 34*(2), 79-87.

Rossman, G.B., & Rallis, S.F. (2011). *Learning in the field: an introduction to qualitative research.* (3rd ed.) Thousand Oaks, CA: Sage.

Said, E. (1978). *Orientalism.* New York: Pantheon Books.

Takacs, D. (2002). Positionality, epistemology, and social justice in the classroom. In *Social Justice. 29*(4): 168.

Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel. *The social psychology of intergroup relations*. Monterey, CA: Brooks/Cole. pp. 33–47.

Vavrus, F., & Pekol, A. (2015). Critical internationalization: moving from theory to practice. *FIRE: Forum for International Research in Education, 2*(2).

Wallerstein, I. (1974). The rise and future demise of the world capitalist system: concepts for comparative analysis. *Comparative Studies in Society and History*, *16(*4), 387-415.

What is Communication? (n.d.). *National Communication Association*. Retrieved from https://www.natcom.org/about-nca/what-communication

Appendix: List of Codes Used in Analysis

Characteristics of communication students Civic engagement Classroom dynamics Communication coursework abroad Commodification of higher education Commodification of study abroad Critical pedagogy Cultural bias Degree requirements Diversity on campus Extracurricular programming Funding/finance Interdepartmental cooperation International faculty International-specific courses International students Intradepartmental cooperation Internationalization at home Leadership Learning outside the classroom - Semester/year abroad - Short-term study abroad - Service work Literature Long-term impact of international programming on students - Employability	- Leadership development - Shifting boundaries Peace Corps Positionality - Faculty - Student Privilege Program naming Social justice - Social/historical/political context of communication - Human rights - Colonialism - Imperialism - Racism - Class - Gender - Diversity - Stereotypes Technology Tension between vocational training and social understanding - Student resistance - Parent resistance - University administration resistance Understanding/defining the term "communication"