



# G A U I S U S

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## Acquiring Global Competencies at Illinois State University

Research Report

Prepared by the Senior Experience: Sociology 300, Section 2, Fall 2016 class  
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Relative levels of seven global competencies acquired at ISU

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Front row, starting on the left: Graduate Assistant E. Baxter, Felicia Kopec, Erin Sullivan, Alicia Ramos, Melisa Trout, Annie Taylor, and Professor Maria Schmeackle. Back row, starting on the left: Jonathan Aguire, Michael Drake, Stacy Strickler, and Shelby Stork.

*In this qualitative study, our Senior Experience class conducted 30 semi-structured interviews with a diverse group of students in their senior year at Illinois State University. Focusing on seven global competencies, we sought to garner a deeper understanding of which global competencies graduating seniors perceived that they were acquiring, and by what means. The competencies we focused on were Critical Cosmopolitanism, Social Cohesion, Cultural Sensitivity, Social Responsibility, Intercultural Communication, Bilingualism, and Global Dexterity. There is an existing body of literature that discusses global competencies within institutions of higher education. However, as pointed out by the Office of International Studies and Programs (OISP) at ISU, there is a need to develop explicit global learning goals in order to evaluate how well Illinois State is doing at instilling these global competencies. We asked the interviewees questions about specific global competencies, which global competency they were most exposed to; which global competency was most important to them personally, their motivation while at ISU to acquire global competencies, whether they believe their global competencies have increased while at ISU, and if they personally believe that acquiring these competencies*

*will be important in their lives moving forward. We divided the mediums of acquisition into three subcategories: course-related activities, non-course-related activities, and study abroad programs. Overall our research findings show that a vast majority of our participating seniors (29/30) did acquire, whether in actuality or perception, some degree of the seven global competencies laid out by the OISP. As the world continues to become more interconnected and interdependent the need for institutions to produce well rounded, globally competent students becomes more pressing. Our research also suggests that there is a consensus amongst our participants of the importance that these global competencies will have in their lives.*

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### **Context: Senior Experience Class in Sociology**

This research is the product of a semester-long study conducted by the Illinois State University Fall 2016 Section 2 class of Sociology 300: "Senior Experience." This course is the research capstone course for sociology majors at Illinois State University. Students are expected to conduct sociological research, analyze data, synthesize the related literature, write up results, and present their findings. This report is the culmination of our work. This research was approved by the Institutional Review Board, and given the protocol number 952475-3.

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### **Introduction**

The world is being dramatically reshaped by scientific and technological innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power.

— Liberal Education & America's Promise

*The LEAP Vision for Learning Outcomes, Practices, Impact, and Employers' Views, 2011*

The global reconfiguration of economies, systems of trade, research and communication, and the impact of global forces on local life dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.

— Kevin Hovland

*Global Learning: Defining, Designing, Demonstrating, 2014*

Our current world is highly globalized. While a globalized world may be an abstract idea for individuals, it has real consequences in their daily lives. This year the U.K. shocked the world by voting to leave the European Union. In the American elections, citizens often heard politicians arguing fervently about international trade agreements, such as the TPP (Trans-Pacific Partnership) and NAFTA (North American Free Trade Agreement). Globalization is a fact of life in our society, but remains little understood by the larger public. The ability for people to become more receptive to, and informed about, constantly evolving cross-cultural dynamics is potentially more significant now than ever. In order for our interdependent world to become more equitable and collaborative, it is necessary for people to gain global competencies. Higher education institutions are realizing the need for global learning and many universities are attempting to develop globally focused curricula for their students through global learning programs.

Regarding higher education, global competency development is vital in order to prepare students for the increasingly "complex and fast-paced world" in which we live (Association of American Colleges and Universities 2007:20). Teaching global competencies to students in higher education is important; globalization impacts job prospects, health, physical security, public policy, communications, investment opportunities, immigration, and community relations (Reimers 2009). The need for acquiring these competencies is reflected by the need for a functioning citizenry that can work

within a highly globalized and intercultural world (Association of American Colleges and Universities 2007:20). Illinois State University (ISU) recognizes this importance, and is in the process of expanding its university-wide plans to develop global competencies in its students (Illinois State University International Strategic Plan 2014). In this research, we hoped to get a better understanding of how well ISU is facilitating the learning of global competencies in its students, where this is happening, and areas where the university might choose to further improve on these efforts. Illinois State University is a Midwestern university that opened in 1857 as the first public university in Illinois. In 2015, more than 20,000 students were enrolled and out of that number, 367 were international students who came from 67 countries around the world (ISU Planning, Research and Policy Analysis).

### Literature Review

In an excerpt from *Educating for Global Competency*, author Dr. Fernando Reimers states that: “It is important to gain knowledge and the capacity to act in ways that engage the students' moral reasoning skills and in ways that motivate them to act and to assume personal responsibility for their actions in the global realm” (2009). To understand this accurately, our fall 2016 Senior Experience (Sociology 300, section 2) class was interested in what school sponsored activities enabled graduating college seniors to acquire global competencies during their time at Illinois State University.

Global learning, as defined by Dr. Luis Canales, ISU's director of the Office of International Studies and Programs, is “a lifelong process that fosters the development of global knowledge, attitudes, and skills to help individuals think critically and act ethically as responsible citizens in the global community.” Global competencies are the knowledge, attitudes, and skills that are developed and also the “attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully, and productively with fellow human beings from diverse geographies” (Reimers 2009). Colleges have been using different techniques to help students become globally competent. These include: establishing clear learning goals, such as overarching institutional goals, division and departmental goals, general education goals, individual course goals, and campus life goals (Musil 2006). Other colleges use learning outcomes, have civic diversity, and global emphasis in general education and majors (Hovland 2014). It is important to intertwine global learning into general education and majors (Salazar 2016). Salazar (2016) studied global competency at University of South Florida and discussed the importance of learning to be a global citizen on campus. Davis-Salazar (2016) mentions three large components which helped students succeed: global awareness, global responsibility, and global participation. The Liberal Education and America's Promise initiative (2007) studied universities that utilized a liberal education, had a comprehensive set of aims and outcomes globally engaged with democracy, and promoted a dynamic, innovation-fueled economy. Students within these universities would learn intellectual and practical skills, personal and social responsibility, integrative learning, and gain knowledge of human cultures and the physical and natural world. Boktor (2014:19) states that students can acquire global competencies from in-class studies, interactions with people of different cultures, general knowledge about other cultures, university clubs, working with global leaders and organizations, engaging in field research, and study abroad trips. Learning, through reading about race and ethnicity and also interacting with other students from diverse backgrounds, benefits students. These are skills students should acknowledge to help them interact with people from other cultures. These are important skills and ideas universities can integrate into their own curricula in order to make students more globally competent.

Currently, educational institutions decide whether or not they will include global learning as a part of their curriculum and to what extent if they do. Most educational facilities recognize the importance of global learning, but lack the resources to transform their curriculum to fit a global education, making acquisition of global competencies more challenging at those particular facilities. Additionally, most fall short when it comes to implementing any curriculum that requires global learning and when they do, it is oftentimes not accessible to all students (Boktor 2014:78; Davis-Salazar

2016:42; Reimers 2009). For some universities, their main global learning opportunity is a study abroad trip where students are able to immerse themselves in a culture different from their own. However, this option is not available to all students and as a result, their global learning suffers (Davis-Salazar 2016:44). More than 90 percent of students in higher education are unable to take or pay for these trips or forgo them for personal reasons (Musil 2006:3). Study abroad opportunities are a great source of global learning, especially when it comes to intercultural communication, defined by Allwood (1985) as “communication between people of different cultural backgrounds.” However, the fact that not all students are able to experience this type of global learning illustrates the need to expose students to more domestic opportunities that allow the acquisition of global competencies. When students are able to participate in study abroad trips, or interact with international students on their campus, students do not always use these opportunities to their full potential. Most domestic and international students tend to interact separately on campus and when they do interact, it is likely because of a curricular incentive (Baldassar 2016:88). Universities are trying to incorporate not only curricular requirements of domestic and international student interaction, but also create informal activities that bring these students together in more social settings (Baldassar 2016:88).

Through global learning:

“students should (1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, (2) seek to understand how their actions affect both local and global communities, and (3) address the world’s most pressing and enduring issues collaboratively and equitably” (Hovland 2014:6).

In order to promote this, the AAC&U developed a Global Learning Rubric which outlines how students should prepare for the twenty-first century and become globally competent. LEAP developed “Essential Learning Outcomes” for the entire educational experience, work, and life in general in order to “provide a common framework and a shared sense of direction for student accomplishment across school and college” (Association of American Colleges and Universities 2007:27). The University of Alaska, Beloit College, and the University of Delaware are a few examples of higher education settings incorporating global learning on their campus through global cafés, specialized sections in their libraries for globally themed resources, organized lectures, performances, films and courses that revolve around global themes, and even “Global Citizenship Certificates” that enable students to “create their own personal global experiences” (Musil 2006:11).

We hope that our research findings will assist the Office of International Studies and Programs at Illinois State University to develop more opportunities and activities, inside and outside of the classroom, that promote global learning in ways similar to the higher education settings outlined above.

### Research Questions

With the literature in mind, our research question was:

**What types of global competencies are college seniors acquiring at Illinois State University, and what school-sponsored experiences allow them to acquire these competencies?**

We sought to understand what enabled our students to acquire seven specific types of global competencies: Critical Cosmopolitanism, Social Cohesion, Cultural Sensitivity, Social Responsibility, Intercultural Communication, Bilingualism, and Global Dexterity. These are defined at the end of our report in Appendix 2.

We also developed the following sub-questions for our research:

**Which areas of global learning have been most prominent in their learning and most important to them personally?**

**How motivated to engage in global learning are ISU students?**

**Do ISU seniors feel like their global competencies have increased in their time at ISU?**

**Do seniors at ISU feel confident that the global knowledge they have acquired will be applicable in their daily lives going forward?**

### **Methods**

In our study we chose to use qualitative interviews to collect our data. The in-depth nature of our interviews allowed us to discover various components of global competency acquisition during students' time at ISU. We interviewed ISU students who planned to graduate between December of 2016 and August of 2017. Our data collection process consisted of semi-structured interviews where we used interview guides and probing questions in order to gain specific insight into how globally competent Illinois State graduating seniors viewed themselves. We used recording devices during the interviews, which we then used to transcribe the data. According to Steinar Kvale and Kathy Charmaz, transcripts are meant to capture the meaning of what was said during an interview, and the coding process allows us to succinctly identify our key findings (Kvale, 1996; Charmaz, 2006). Following the transcription process, we created meaning condensations for each individual interview. Meaning condensations are created by condensing the transcribed interview into a paragraph consisting of the main themes of the interview. We then utilized an axial coding plan to decipher the data and extract important data from our interviews. The interviews enabled us to discover specific classes, organizations, and other school-sponsored activities which promoted global competencies.

Axial coding relates categories to subcategories, specifies the properties and dimensions of a category, and reassembles data to give coherence to current analysis (Charmaz, 2006). This proved to be the most helpful form of coding for our research, because our overall research questions could be broken down into multiple different categorical imperatives. In addition to coding for global competencies and school-sponsored experiences, our topics of interest were prominence, significance, motivation, sense of change, and confidence related to global competencies.

### **Sample**

The sampling method we utilized in our qualitative research study was a combination of purposive and convenience samples. Purposive sampling is a non-random method of sampling in which participants are specifically chosen because they fit a certain criteria. Convenience sampling allows researchers to gather participants that are easily accessible (Turner, 2010). Our study focused on a diverse group of ISU seniors who intend to graduate by August 2017. We found a diverse group of seniors through our personal networks. We used a "Demographic and Identity Checklist" with our interview participants so that we could accurately report the diversity of our sample. The following demographic and identity characteristics summarize our sample:

- ISU senior participants: 14 males and 16 females
- All participants were over the age of 18. A majority of our participants were between the ages of 20 to 25; 2 of our participants were of a non-traditional age.
- The majority of our participants reported their race/ethnicity as White, followed by Hispanic/Mexican. Other races/ethnicities our interviewees reported were: African American, Vietnamese, German, Swedish, Norwegian, Mutt, Russian, Caucasian, Irish, Italian, English, White, Japanese, Cherokee, Blackfoot, Mic Mac.

- The majority of our participants perceived their social class background as either lower middle class or upper middle class. However, some participants identified their social class background as lower class, working class, or an overlap between multiple different social classes.

- The majors and minors represented in our study are as follows:

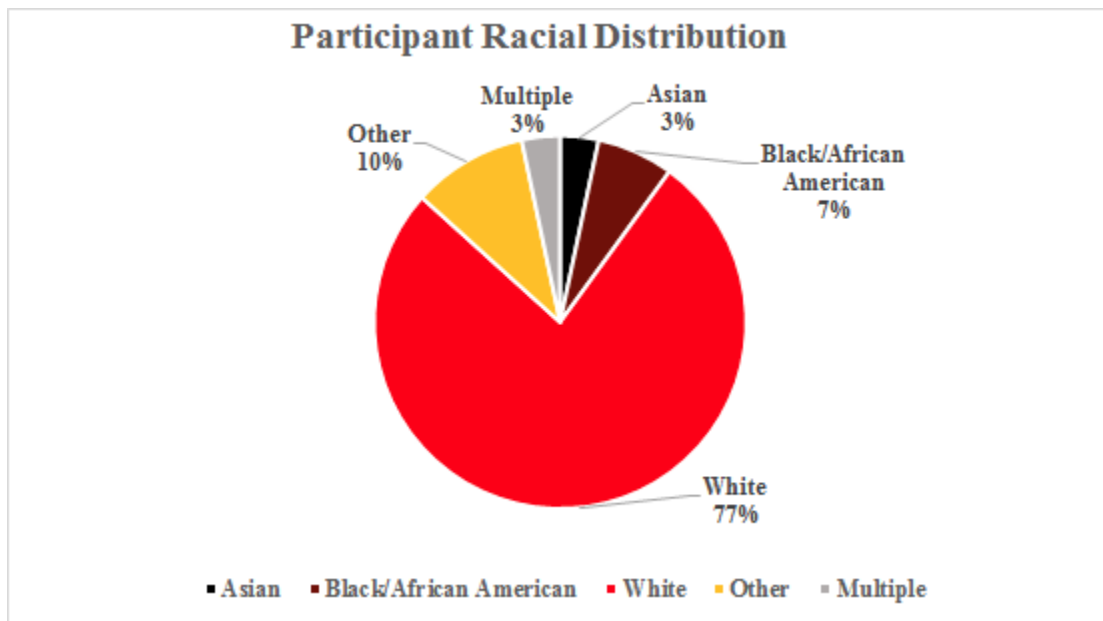
- **Majors**

- Math/Statistics
- Mass Media
- Promotion Management/Sales
- Chemistry
- Biology
- Sociology
- Political Science
- Social Work
- Geology
- Human Development
- Computer Science
- Criminal Justice
- Horticulture and Landscape Management
- Technology and Engineering Education
- Public Relations
- History
- English
- Psychology
- Organization and Leadership Communication
- Anthropology
- Biology Education
- Fashion Merchandising
- Parks and Recreation Administration
- Elementary Education
- Nursing
- Finance
- Music Business

- **Minors**

- Economics
- English
- Psychology
- Sociology
- Philosophy
- Spanish
- Writing

<b>Additional Demographic and Identity Characteristics of our Sample</b>	<b>Number of Participants (out of 30)</b>
<b>Students Who Participated in the Study Abroad Program</b>	4
<b>Transfer Students</b>	16
<b>Began as Freshman Students at ISU</b>	14
<b>Predominantly English Speakers</b>	19
<b>Bilingual/Multilingual</b>	11
<b>Students Who Were Employed While at ISU</b>	27
<b>First Person in Their Immediate Family to Attend College</b>	8



## Findings

### Interview Summaries

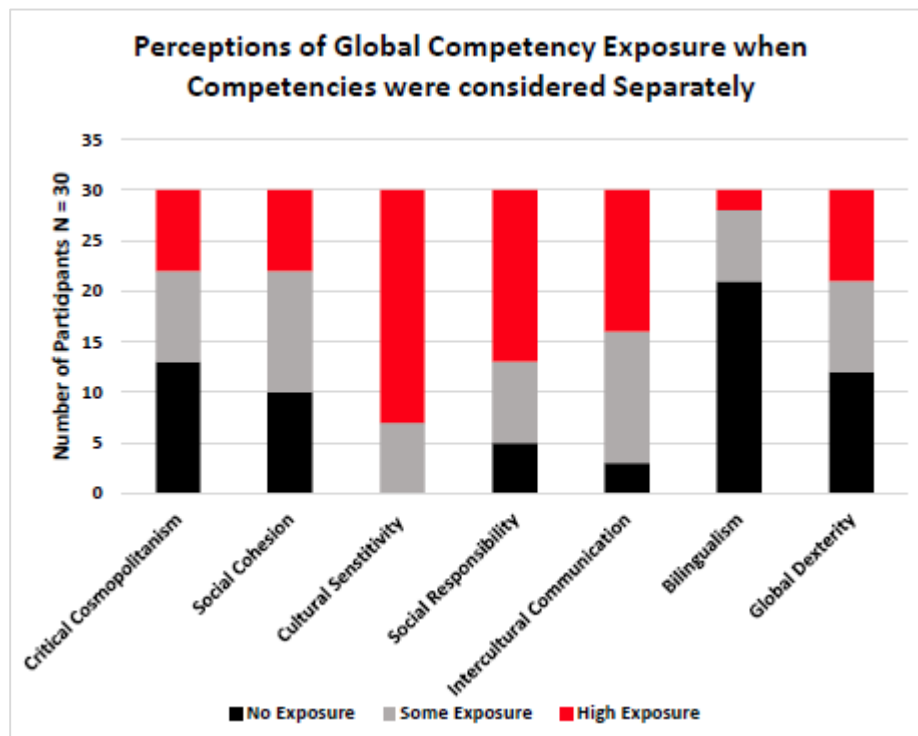
Using our “meaning condensation” analysis technique, we created paragraph summaries of each of our thirty interviews. Collectively, these show that all interviewees had some exposure to global competencies during their time at ISU. Additionally, it was evident that there were a wide variety of means through which students were able to develop these



competencies. One sentiment that was mentioned by several students is that one must actively seek out and engage in the different opportunities that ISU offers in order to develop global competencies. All of the interview summaries are included in this report in Appendix 3.

### Individual Global Competencies

In our study we investigated seven different global competencies (found in the graph and table below and defined in Appendix 2) to discover how much exposure seniors had to these competencies during their time at ISU. Initially, we asked participants about each global competency separately. Drawing from our coded interviews, we categorized each participant as either having no exposure, some exposure, or high exposure to each global competency. Most of the interviewees thought that they had been highly exposed to cultural sensitivity, while the remaining indicated that they had at least some exposure. Over two-thirds of our participants believed they had no exposure to bilingualism. For critical cosmopolitanism, social cohesion, and global dexterity, participants indicated an even distribution among each level of exposure. For social responsibility and intercultural communication, a small number of participants indicated no exposure, and fairly even levels of some and high exposure.

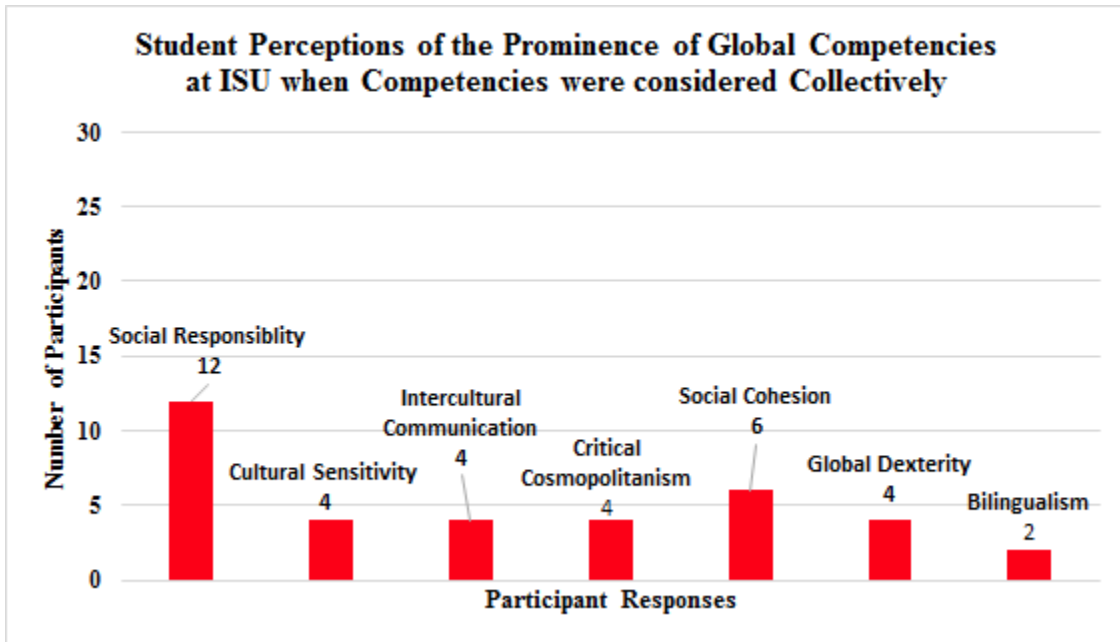


Global Competency	No Exposure	Low Exposure	High Exposure
Critical Cosmopolitanism	13	9	8
Social Cohesion	10	12	8
Cultural Sensitivity	0	7	23
Social Responsibility	5	8	17
Intercultural Communication	3	13	14

Bilingualism	21	7	2
Global Dexterity	12	9	9

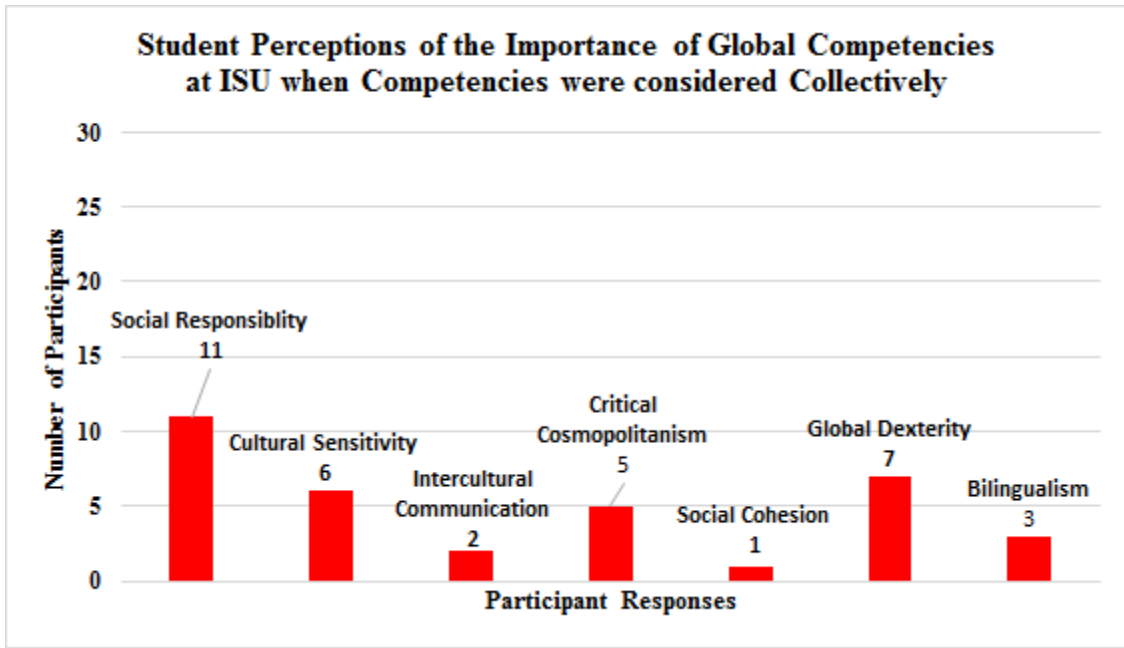
**Global Competencies Perceived as Most Prominent at ISU:**

We asked some questions in which our interview participants considered the seven global competencies altogether. The following graph illustrates that 12 out of 30 participants believed social responsibility was the most or one of the most prominent global competencies they were exposed to at ISU. The second most prominent global competency was social cohesion; a total of six out of 30 participants considered it the most prominent. The global competencies of critical cosmopolitanism, cultural sensitivity, intercultural communication, and global dexterity followed. Each was mentioned four times. Finally, bilingualism was considered the least prominent global competency, with only two out of the 30 respondents stating that it as the most prominent in their ISU experience. Most participants mentioned one competency when asked which of the seven was most prominent, but a few mentioned more than one, so the total number comes to more than thirty.



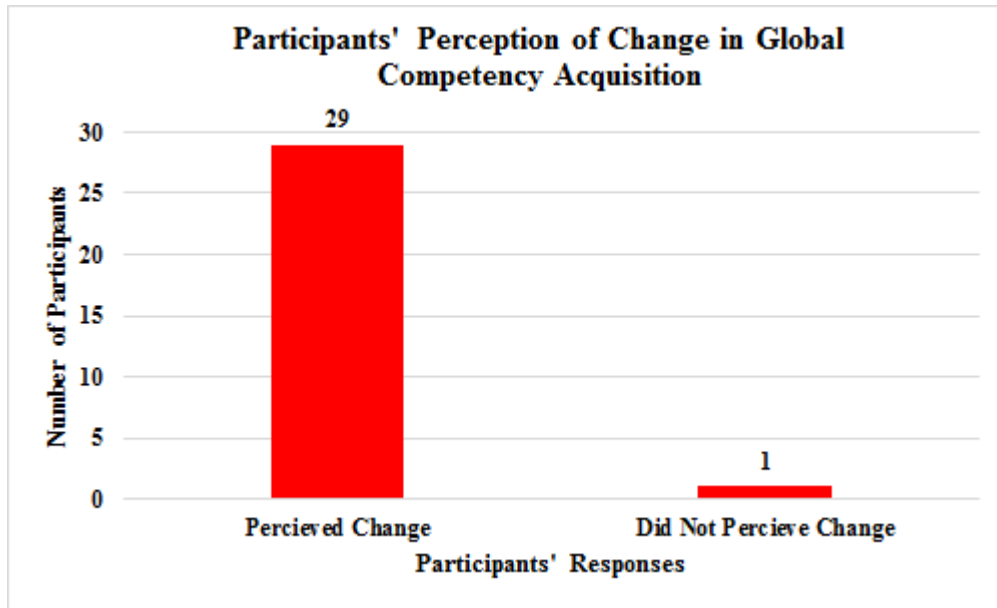
**Global Competencies Perceived as Most Important to Students:**

The following graph illustrates which global competencies our participants believed were the most important to acquire. Our findings indicate that the majority of the participants believe that social responsibility was the most important global competency; a total 10 participants mentioned it. Global dexterity was the second most mentioned global competency, with a total of seven participants considering it the most or one of the most important. This was followed by cultural sensitivity (N=6), critical cosmopolitanism (N=5), bilingualism (N=3) and intercultural communication (N=2). Only one of the participants stated that they believed social cohesion was the most important global competency to acquire. Most participants mentioned one competency when asked which of the seven was most important, but a few mentioned more than one, so the total number comes to more than thirty.



**Perception of Change in Global Competencies Due to Education at ISU:**

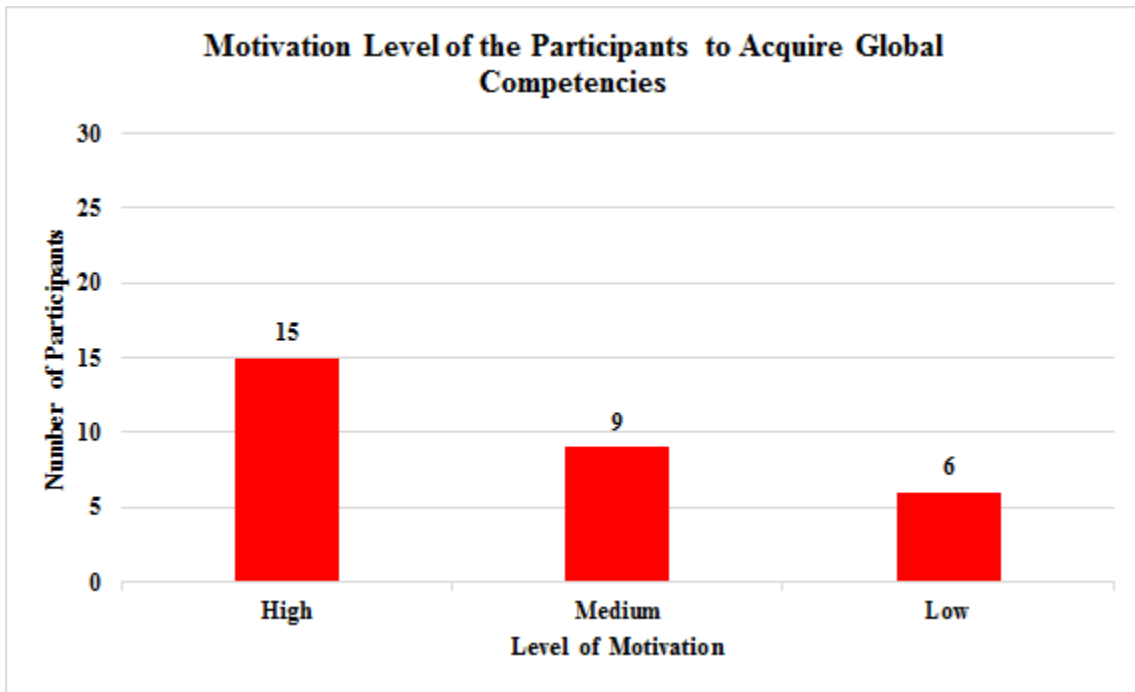
The following graph illustrates whether the participants perceived that their educational experience at ISU had produced a change in their global competency acquisition. Out of the 30 participants in our study, 29 reported that they perceived a change in the amount of global competencies they had acquired while being enrolled at ISU. Only one respondent stated that she did not perceive that her time at ISU had resulted in such change. That particular student transferred to ISU from an ethnically diverse area in an urban setting and felt that she had acquired the majority of her global competencies prior to experiences at ISU.



**Students' Reported Level of Motivation to Acquire Global Competencies:**

The following graph indicates the level of motivation that participants felt to acquire global competencies at ISU. We found that half of the participants, 15 out of 30, reported that they were highly motivated; one-third, 9 out of 30,

indicated that they had a medium-level of motivation, and one-fifth, 6 out of 30, reported a low level of motivation to acquire global competencies. Overall there is a clear sense that many of the participants were motivated on some level to acquire global competencies.



**School-Sponsored Activities and Global Competencies:**

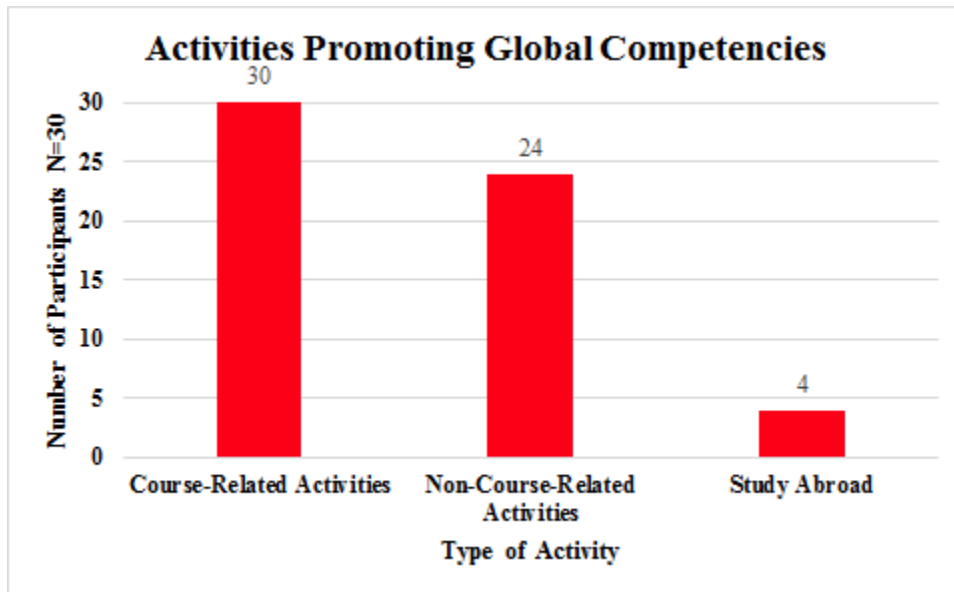
Across all 30 interviews, we found many different in-class and out-of-class activities that helped these ISU seniors gain global competencies throughout their time at the university. We discovered a wide range of activities ranging from classes to campus jobs to the ISU environment as a whole, all of which helped students gain one or more of the seven global competencies we present in this research. The most significant source of global learning came from course-related activities. In all 30 of our interviews, students mentioned course-related experiences as a source for these global competencies; these include courses, majors, professors, and course-sponsored activities. For non-course-related activities, 24 students mentioned these as a part of their global learning experience at ISU; these include clubs/registered student organizations, ISU sponsored events, campus jobs, and internships. There were 4 students that participated in the study abroad program at ISU; these programs provided both course-related and non-course-related activities that encouraged global competencies by immersing oneself in another country (therefore it will have its own section in the graph below).

The following table shows specific activities that ISU seniors stated as contributing to their global competency development, and the corresponding number of students who mentioned them.

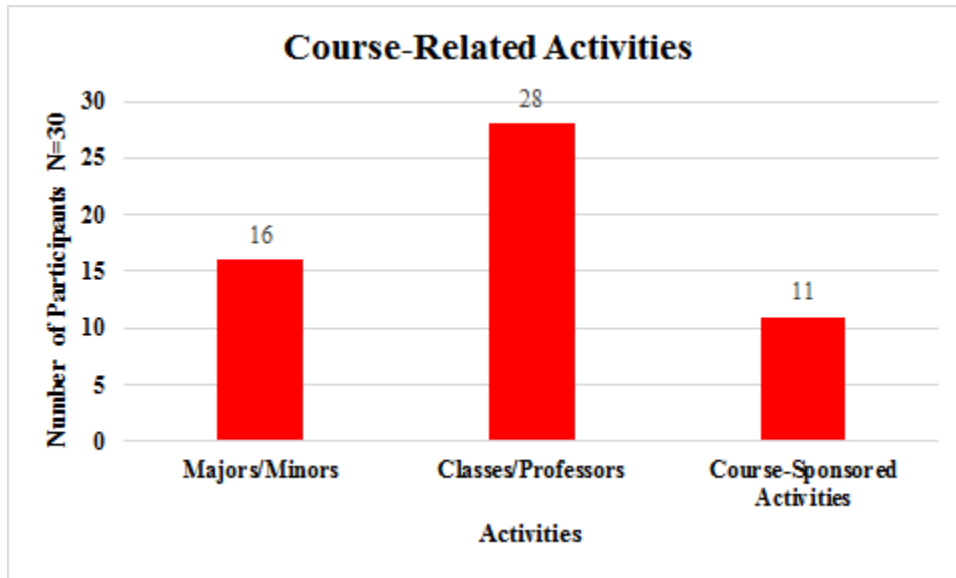
<b>School-Sponsored Activities Contributing to Global Competency Development:</b>			
Classes	27	Sports	2
Major	20	LGBTQ+ Community	2

Clubs	8	Internships	2
Class-Sponsored Community Involvement	8	Campus Ministry	2
Sorority/Frats	4	Minor	1
RA/Student Worker	4	Professors	1
Study Abroad	4	Conferences	1
Friends	3	ROTC	1
Fundraisers/Events	3	Orientation and Transition Office	1
Friends with International Students	3	ISU Environment	1
Guest Speakers	3		

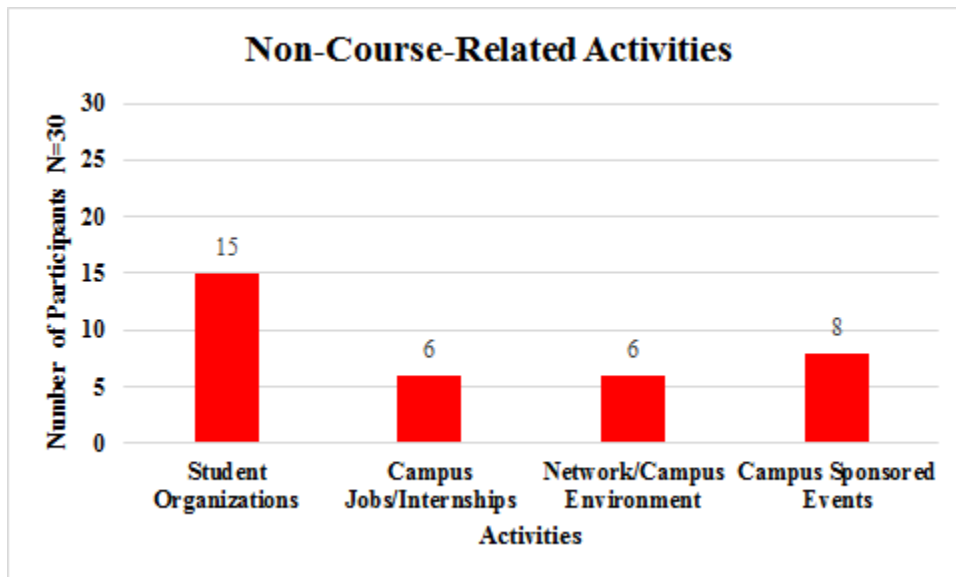
The following graph illustrates the frequency that course-related activities, as compared with non-course-related activities and study abroad experiences, promoted global competencies. Overall, course-related activities were the most prevalent.



The next graph further breaks-down which course-related activities made up this category. Overall, classes/professors were mentioned most frequently as contributing to global competencies.



The following graph further breaks down which non-course-related activities contributed to the acquisition of global competencies. Overall, student organizations were mentioned most frequently as contributing to global competencies.



**Discussion**

**Summary**

The purpose of this study was to answer our research question: What types of global competencies are college seniors acquiring at Illinois State University, and what school-sponsored experiences allow them to acquire these competencies? We specifically focused on seven specific global competencies. Our goal was to share our findings with the Office of International Studies and Programs at ISU, in order to assist staff members with their plans for university-wide expansion of global education. To achieve this, we conducted interviews with 30 ISU seniors, where we sought to

discover how well ISU is instilling global competencies in their students, obtain a better understanding of which global competencies graduating seniors perceived that they were acquiring and where this was happening.

We analyzed the interview transcripts using a coding plan which allowed us to pull out important data. After our coding was complete we began to work on the findings section. We utilized meaning condensation, in which we summarized our interviews into single paragraphs highlighting themes, attitudes, and important details relating to our interview questions. This enabled us to more efficiently discover specific classes, organizations, and other school-led activities which promoted global competencies. We analyzed our coded data by dividing class members into three groups tasked with analyzing different areas. Group one analyzed the general data relating to global competencies, the second group analyzed data relating to school sponsored activities and opportunities, and the third analyzed data relating to prominence, importance, motivation, change, and confidence.

When questioned about each global competency individually, cultural sensitivity was the competency that the most participants perceived they were highly exposed to; it was also the only global competency that every participant reported at least some exposure to. Social responsibility and intercultural communication were also high exposure competencies. Bilingualism was the global competency that participants identified as being the most absent from their ISU experiences. When questioned about global competencies collectively, social responsibility was perceived as being the most prominent of the seven competencies. Bilingualism was, again, on the low-end of the spectrum as the least prominent global competency. When prompted to answer which global competency was the most important when all seven were considered collectively, social responsibility was the most common response. Social cohesion was found to be the least important. With one exception, all participants were confident that their global competencies would be useful in their future. Likewise, all but one participant perceived a change in global competencies while at ISU. Half of our participants believed they were highly motivated to acquire global competencies. Course-related activities appeared to be the best source of global competency development when compared to non- course-related activities and study abroad experiences. Within those course-related activities, classes and professors were identified as being the most influential, followed by majors and minors, then course-sponsored activities. Interviewees drew special attention to discussions held within classroom settings. Within the non-course-related activities, student organizations were identified the most, followed by campus jobs/internships, network/campus environment, and campus-sponsored events. The latter three were reported at fairly equal levels.

### **Connection back to the literature**

Davis-Salazar (2016) writes that studying abroad is not a realistically attainable option for many college students. Our research sample reflects this. Out of the 30 participants, only four had traveled abroad through the ISU study abroad program. This is only 13% of the sample. Study abroad experiences can provide in-depth opportunities to develop global competencies, but there are many other ways to do so. Boktor (2014:19) mentions a number of activities that help students acquire global competencies at universities, including: courses, study abroad trips, university clubs, and interactions with students from different cultures. Within our interviews all of these activities were mentioned at least once, indicating that Illinois State is utilizing these activities to a degree of success within our sample.

Researchers have emphasized that colleges:

“need to sharpen their aims and develop more coherent global education curricular programs, assess global learning outcomes, and convey in clear language to students what they are expected to achieve in terms of global learning by the time they graduate” (Musil, 2006:3).

We believe that this applies to ISU as well. But global competencies at each college and university will be somewhat unique. The Association of American Colleges and Universities (2007) argues against a “one-size-fits-all” approach, stating that plans implemented to increase global learning outcomes will differ across institutions.

## **Strengths and Weaknesses**

### *Strengths*

We were able to interview a diverse sample (with 27 different majors reflected in 30 interviews, for example) and gather rich detail to develop strong research findings in the time frame of a semester. Another strength the team had was that we worked closely with our instructor and graduate assistant, who gave us feedback and insight when we needed it, making our research project stronger. Because we were studying our peers we may have been able to elicit particularly valid answers to the research questions. We also used our sociological imaginations to investigate a topic of interest and value to the larger university. Finally, we believe our individual efforts were magnified by our working efficiently as a team of nine students.

Some limitations faced in our study were time constraints and the fact that we were inexperienced researchers. Being novice researchers means we may not have asked as many probing questions in our interviews as more experienced researchers would, or selected the most insightful information for our interview summaries. To combat this, we stayed focused, helped one another, and heeded advice given by both the lead researcher Maria Schmeckle, and graduate assistant E. Baxter, which helped us reduce mistakes throughout our data collection and analysis process. Finally, although our sample of seniors was quite diverse, it cannot be considered representative of the larger group of seniors. Nevertheless, we believe that our research contributes in a valuable way to knowledge about global competency acquisition at ISU.

### **Suggestions for Future Research**

For future research we suggest expanding the study. Researchers could measure growth in students from freshman to senior year using random sampling for more representative data. Future researchers could bring in insights from the previous year’s alumni to see how being globally competent throughout college affects life after college. We could then report stories and experiences the alumni offered as a way to bring to life to the data. If researchers have the feasibility to do a qualitative longitudinal study, it would be beneficial to interview seniors who are about to graduate, to see what global competencies they have acquired, then do a follow up interview with them one year after graduation to see if the global competencies they’ve acquired have helped them in their field of work. The literature mentioned that employers were interested in hiring individuals with such skills, but it did not state to what extent the new employees actually have an opportunity to use global competencies in a professional setting.

Further research can be done on students who have had the opportunity to study abroad. A comparative study in which the global competencies acquired by a sample of such students, compared to the global competencies of students who have not studied abroad, may offer important insight on a wide area within this topic. They are not limited to measuring the differences of global learning between these two groups, but could also examine the underlying factors that enable some to study abroad while others cannot. Likewise, research on the underlying reasons why the majority of college students do not take part in these trips would be valuable. What cultural, structural, and even psychological barriers exist that prevent so many students from participating in these programs?

Research focusing on global competencies that uses a strict definition of what “global” is could yield interesting and entirely different results than the ones presented in this paper. Many of us, during interviews, found our interviewees



often considered skills related to minority groups within the U.S. as global competencies. In reality, one could argue that such cultures are already different from the originating ethnic society. For instance, someone could make the case that “Asian-American” culture will be very different from cultures of specific Asian countries. So interacting well with minority groups may or may not represent an accurate or valid measure of global competency.

### **Final Reflections and Recommendations**

As the students of this capstone sociology research class, we recognize some ways that we have grown from taking part in this study. Prior to enrolling in this class our knowledge of global competencies was lacking. While we were acquiring these competencies ourselves through both course-related and non-course-related activities, we lacked the conceptualization necessary to fully comprehend the importance and function of global learning. After gaining the skills to understand what global competencies are, we were able to connect those concepts back to our own previous classes and finally see what we had acquired from our major. It became apparent that our interviewees were also acquiring competencies without being able to conceptualize them. Reflecting back on the global competencies we have acquired has helped us realize what type of competencies we will be able to bring into the world after graduation.

At the beginning of this research project we did not expect to find such positive results. Within our sample the vast majority of participants saw both an increase in their global competencies while at ISU, and a recognition of the importance of being globally competent. Our only interviewee that stated that her competencies had not increased while at ISU was a transfer student who came from an ethnically diverse area.

Our recommendations to the university to help ISU students acquire more global competencies, are to establish a presentation/workshop during freshmen and transfer student orientation days that illustrates where students can expand their global competencies on campus. These presentations/workshops could also provide input on the importance of global learning. Another recommendation would be that advisors could provide course recommendations that students could take to help them broaden their understanding of global competencies. During our research we found that some participants regretted not knowing about, or failing to take advantage of, opportunities to acquire global competencies offered by ISU. We would recommend that ISU prioritizes informing the student body about the multitude of opportunities to acquire global competencies already existing at ISU. We believe that raising awareness of the opportunities to gain global knowledge will lead to an increase in global competencies acquired at ISU.

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## Appendix 1: Interview Guide

### Introduction

Hi. I'm a sociology major in a Senior Experience class. We are conducting student research on global learning, specifically global competencies in graduating Illinois State students. ISU has recognized the importance of global learning and is working to expand its programs to promote global competencies. With your help, we are hoping to assist the Office of International Studies and Programs by gathering information from ISU seniors about how they've acquired global competencies at ISU. Our overall research question is: What types of global competencies are college seniors acquiring at ISU, and what school-sponsored experiences allow them to acquire these competencies?

### Overview of how the interview will proceed

I'm going to ask you various broad questions and specific questions about global competencies at ISU. Our discussion could last up to an hour. I have a handout to help you see what we are discussing, and will give you a chance to add any additional thoughts at the end. Do you have any questions for me before I start? ...Okay, let's begin.

Interview questions By global competencies, we mean the “knowledge, attitudes, and skills that help individuals to think critically and act ethically as socially responsible citizens in a global community.”

1. Based on our definition, could you give me your initial quick thoughts about what you have acquired at ISU in the areas of global knowledge, attitudes, and skills? Do you have any stories from your ISU experiences that go with this?
2. What instructional or campus life activities helped you develop these global competencies?
3. Do you think being globally competent is important, as a senior who is about to graduate? Why or why not?

#### **Question about specific global competency outcomes**

(Introduce section) Now I’m going to ask you about some specific global competencies we are interested in. (Give list of global competencies.) This sheet will help you to distinguish the questions in this section. Why don’t you take a minute to look this over? If any of the following topics are not relevant to your experience, please let me know when I mention it and we’ll move on.

4. Were there in-class or out-of-class activities that helped you realize that you are a *citizen of the world*? If so, what were they?
5. Now we will focus on *interdependency and interconnectedness across the world*. Were there in-class or out-of-class activities that helped you develop an understanding of these? If so, what were they?
6. My next question is about *sensitivity to people from different cultural or linguistic backgrounds*. Were there in-class or out-of-class activities that helped you develop the motivation to be sensitive to people who are culturally or linguistically different from you? If so, what were they?
7. On the subject of *acting for the benefit of the society at large*, were there in-class or out-of-class activities that helped you develop this? If so, what were they?
8. Now I’d like to talk with you about *intercultural communication*, which is a broader concept than speaking another language. It includes communication issues like non-verbal communication, tones, and body language that you might use with someone of a different cultural or linguistic background. On this subject, were there in-class or out-of-class activities that helped you develop intercultural communication skills?
9. Did you experience any in-class or out-of-class activities that helped you become *proficient in a language other than English*? If so, what were they?
10. The last global competency I want to discuss specifically with you is about the *skill of being able to adapt your behavior to cultures different from your own*—cultures in which the expectations for behavior are different from what you’re used to. Were there in-class or out-of-class activities that helped you develop these? If so, what were they?

#### **Questions getting at other topics related to global competencies**

I have a few more questions in some other areas related to global competencies.

11. Which areas of global competency from the list were you *most exposed to* at ISU? Explain.
12. Which areas of global competency are *the most important to you personally*, while at ISU?

13. Were there specific *opportunities* based on your major that you had to attain global competencies?
14. How *motivated* to acquire global competencies would you say you've been while at ISU? Please rate as low, medium, or high. Why?
15. Do you feel like your global competencies have *increased* in your time at ISU? In what ways?
16. Do you feel *confident* that the global competencies you have acquired will be applicable in your daily life going forward? How so or why not?
17. Is there *anything else* you think is important to tell me about your experience of acquiring global competencies at ISU?

**Wrap up**

Thanks very much for your time. If you have additional thoughts that you would like to share later over e-mail, here is my e-mail address (provide your e-mail address).

**Appendix 2: Global Learning and Learning Outcome Definitions**

Provided by Office of International Studies and Programs at ISU

<b>Global Learning</b>	Global learning is a lifelong process that fosters the development of global competencies (knowledge, attitudes and skills that help individuals think critically and act ethically as responsible citizens in the global community).
<b>Learning Outcomes</b>	<b>Description</b>
Critical Cosmopolitanism	Becoming a citizen of the world (cosmopolitan) with knowledge of world cultures, history, politics, government, literature, geography and economics.
Social Cohesion	Knowledge of and willingness to be an active member of an interconnected and interdependent world.
Cultural Sensitivity	Consciousness and understanding of the morals, standards, and principles of a specific culture, society, ethnic group or race, joined by a motivation to acclimate to one's actions with such ( <i>Psychology Dictionary</i> 2016).
Social Responsibility	Acting for the benefit of the society at large.

Intercultural Communication	Sharing of information on different levels of awareness and control between people with different cultural backgrounds (Allwood 1985).
Bilingualism	The ability to communicate fluently in two languages.
Global Dexterity	The capacity to adapt your behavior, when necessary, in a foreign cultural environment to accommodate new and different expectations that vary from those of your native cultural setting (Molinsky 2013).

### Appendix 3: Interview Summaries

#### (Meaning Condensations of All Interviews)

##### Interviewer: Shelby Stork

Pseudonym: Matt Johnson

Matt is in an education-related major. He referenced many times that acting with high moral and ethical standards was reinforced throughout all his teaching courses at ISU. He has realized the importance of being morally and ethically sound as well as respectful when working with children, parents, and faculty through his classes. He believes that the knowledge and skills that one learns at ISU in the areas of global competency should prepare one for adulthood. He has carried over his knowledge and skills that he has learned from his major courses into his everyday life. In regards to being a citizen of the world, Matt explained how diversity is another big topic that comes up in his major courses. One thing he has learned through his classes, as well as through clinical experiences in classrooms, an alternative learners' school, and the Children's Discovery Museum, is how to properly act around and deal with culturally diverse people and people with learning disabilities. These experiences, Matt believes, have helped him become culturally sensitive and have benefitted society because he is helping children learn and better themselves. He mentioned more than once the importance of always being very respectful to all people, especially those of different cultures, and to accept one's differences without judgment. Cultural sensitivity was the global competency Matt was most exposed to at ISU through his major, because a lot of what he learned was about dealing with culturally diverse people, being understanding, and effectively communicating with people. Global dexterity is the global competency he believes is most important, because he believes that dealing with people of diverse cultures requires changing his behavior to fit cultural norms of other people in order to facilitate professional and mature interactions. Overall, his global competencies at ISU have come from his major-related courses and clinical experiences.

Pseudonym: Tec Bread

Tec Bread is in an education-related major. He mentioned how in his classes for his major he learned a lot about ethics in regards to technical and biomedical advances. Being able to teach in diverse settings and always being mindful to not offend anyone are other learning goals of his major. Tec also developed global competencies through his major-related student organization, where he interacts a lot with the community, works with kids' programs, and works in classroom settings to get kids involved with technology. Tec referenced how global

competencies are important because they are necessary in the “real world” after college. Tec referenced his experiences with the diverse settings of Chicago Public Schools and how those experiences have helped him become a citizen of the world by interacting with a diverse number of children. Intercultural communication was broadly touched on in some of his teaching classes in regards to being mindful of cultural norms that differ among certain groups of people. Overall, his global competencies have stemmed from his major classes at ISU that include technology, teaching, and ethics of teaching courses, along with his major-related student organization, and the classroom experiences he had through both.

Pseudonym: Sam Black

Sam Black is in an agriculture-related major. She was previously a part of a business-related major. The department that she is a part of recently established a sorority fraternity that is for men, women, and minorities. It is not a social fraternity so much as it is a school-focused, business fraternity that she believes has helped her acquire global competencies. Sam is a member of a service sorority that intermixes with other fraternities, sororities, and clubs for many different reasons such as public service, encouraging cultural diversity and interactions. They took part in fundraising for St. Jude’s Up ‘til Dawn with over 30 different groups and also Relay for Life. Campus Dining and the Bone Student Center were referenced as helping facilitate many of these events and activities. Sam mentioned that global competencies are important once one enters “actual society” after graduation where one will be expected to know how to interact with people of different cultures in a respectful and meaningful manner. Sam mentioned that one must actively seek out different activities or get oneself involved on campus in order to acquire these competencies. A management class from when she was in a business-related major was referenced as having helped Sam become a more empathic, understanding, ethical, and sensitive citizen of the world as well as improve her intercultural communication skills. Overall, her global competencies have stemmed from her experiences with the sorority she is a part of, the major-related sorority fraternity, and the management class along with other non-specific business courses.

**Interviewer: Annie Taylor**

Pseudonym: Jackson Michael

Jackson Michael doesn’t necessarily feel that ISU provided him with the most well-rounded global education, but his experiences being a Resident Assistant exposed him to a lot of diversity and situations he had never been in before. His mathematics-related major exposed him to different cultural viewpoints through his professors who were often of a different race than he is. He learned a lot through friends he made while he was a Resident Assistant, and feels the global knowledge he has acquired is important and will be applicable to his life after he leaves ISU.

Pseudonym: Vee Smith

Vee doesn’t necessarily feel like ISU has provided her with an overall globally focused education since she majored in the realm of natural sciences. She received most of her information on global policies and issues from her electives and interactions with students of different majors who are her friends. Her interactions with international students through ISU’s Women’s Rugby team helped her feel like she could better adapt her behavior to people from different cultural backgrounds. Going forward, Vee is more motivated to learn more about global competencies and is especially interested in applying intercultural communication to life after college.

Pseudonym: T. Rex

T. Rex transferred to ISU her Junior year and since then she has changed her major three times. Now an arts-related humanities major, she is active on campus in two Registered Student Organizations and has held jobs as a student worker. She feels that ISU has exposed her to different opportunities to gain global competencies through her interactions with international graduate students in some of her music classes. Most of her experiences learning about global issues and expanding her knowledge came from growing up in the South Side of Chicago rather than at ISU. Regardless, she feels that ISU does offer opportunities for students to become more globally competent; it all depends on whether or not they want to learn these skills.

**Interviewer: Erin Sullivan**

Pseudonym: Harley Quinn

Harley Quinn is in a humanities-related major at Illinois State University. She has developed many global competencies throughout her time at ISU. She feels the place where she acquired most of her competencies was through her major and through her major-related internship as an assistant for a caseworker. She was exposed to a large amount of diversity through the internship and has put her competencies to use already. Her general education requirements in global studies and foreign language furthered her global competencies. She explained that her major classes and her language classes helped her acquire extremely strong competencies in social responsibility and cultural sensitivity. She trusts that she will further utilize her acquired global competencies after graduation.

Pseudonym: Kelly

Kelly feels like ISU has prepared her very well and helped her acquire global competencies that will benefit her after graduation. She feels the main source of her acquisition was from her communication-related major courses. She feels by being exposed to global current events weekly in multiple courses she has become a much more globally aware citizen. She also feels she acquired these competencies through meeting people, like international students and students from different cultures who she was assigned to interact with in her major courses. She is excited to utilize the many global competencies she acquired while at ISU.

Pseudonym: Kylie Jenner

Kylie felt that ISU prepared her for the global world and that she acquired many global competencies throughout her four years at ISU. She feels that she acquired most of her competencies from her major, which was related to applied social sciences, because of the professors and their emphasis on cultural acceptance and social responsibility. She also felt the General Education global requirement opened her mind to the global world and her foreign language course emphasized what everyday life in other places is like. An out-of-class activity which she felt broadened her global competencies was an ISU-sponsored program called College Mentors for Kids where she worked one-on-one with an English as a Second Language child from a nearby school whose parents were both born outside the United States. She also felt she gained many competencies from just living and attending classes in such a diverse community.

**Interviewer: Melisa Trout**

Pseudonym: Izzy

In the interview, Izzy seemed to focus on her health sciences-related major as the most important way she acquired global competencies. It seemed like she got a lot from that and the classes that go along with it. She also spoke about how she acquired global competencies from participating in clinicals that come along with being in her health services-related major. She thinks that her required major-related classes helped her to acquire global competencies. She also mentioned that being part of a major-related student association allowed her to gain some knowledge as well. She talked a lot about how it is important to be able to understand that we don't all come from the same background and being able to be sensitive to those differences is very important when you are going to be in the health field. A couple of the competencies she has gained are intercultural communication and social responsibility.

Pseudonym: Lorraine

Lorraine gained many global competencies from being in a health sciences-related major. Critical cosmopolitanism, cultural sensitivity, social responsibility and intercultural communication were some of the competencies she has attained while at ISU. She also gained some competencies from her assigned clinical experiences, especially her psych clinical. She believes that she already had many global competencies growing up. Course-related and non-course-related activities at ISU have helped her strengthen these competencies more. She mentioned taking a class called "Cultural Competencies" as one in which she learned a lot. Overall she thinks that she had some competencies before coming to ISU but she feels that because she is in a health sciences-related major, the classes and requirements of that have helped her to become more globally competent.

Pseudonym: Meredith

In her interview, Meredith really focused on the fact that she was in a social science-related major. She thought that what she learned in her classes gave her the most exposure to global competencies. She feels that she has been exposed to social responsibility the most but that cultural sensitivity is the most important to her. She brought up that the introductory class in her major was one of the classes in which she learned a lot. She also mentioned that the advanced introductory class in her major was helpful as well. She doesn't have much experience outside of class with global competencies so most of what she has gained is from course-related activities. She believes that as a parent, it is important to be globally competent in order to help her child grow up knowing about it. She also thinks she will use global competencies in her daily life after graduation and in her future job. She has gained global competencies at ISU through course-related activities and she thinks that being globally competent is going to be important after school in whatever job she has and also in her parenting.

**Interviewer: Jonathan Aguirre**

Pseudonym: Billy

Billy is a student in a physical science-related major, who happens to also be a transfer student. During our interview, he didn't initially believe that he had learned much about global competencies. He cited his major and his work responsibilities as two separate but important factors that he believes inhibited his learning of global competencies. However, he mentions that his global requirement course helped him to learn about some aspects of global competencies and exposed him to them. He believes that this class exposed him to some of the different religious aspects of cultures in Africa. In addition, he told me that his professors, especially his research advisor, let him know about opportunities to apply for and attend professional conferences relating to his major.



In these conferences he met people from around the country and had opportunities to present his research findings. He also told me that he believes that had he attended ISU since he was a freshman he might have had more opportunities to take courses that would have helped him to develop more global competencies. Billy also told me that he doesn't believe that his global competencies had increased much during his time at ISU, but he believes that what he has learned will help him in the future.

Pseudonym: Ramona Flowers

Ramona Flowers focused greatly on how her experiences offered through her education-related major affected her. Working directly with elementary school children helped her develop global competencies during her time at ISU. She discussed with me that she believes that the classes and projects she's had focused greatly on preparing students to interact with people in culturally and ethnically diverse communities. Specifically, she mentions that her major-related classes required that each graduate complete a minimum of 50 "diversity hours." These hours consist of the students spending time in communities that are different from themselves. In her case, she volunteered at Western Avenue Community Center, where she tutored children from different backgrounds both culturally and socio-economically. She also talked a lot about how her major taught her to be aware that everyone has different experiences and that it's important to understand this when interacting with young children. She believes that the global competency she encountered most during her time at ISU was social cohesion. She believes that the global competency of social responsibility is something that is very important for her career and admitted that she thinks a lot about how she will be socially responsible in her career.

Pseudonym: Knox

Knox is in a social science-related major and minor. During his interview, he displayed a lot of knowledge about different global competencies. Knox discussed with me that he believes that his major and his minor both heavily focus on teaching global awareness and the importance of politics and economy both nationally and internationally. He cited multiple occasions in which his major-related courses taught him a lot of global competencies, particularly about cultural sensitivity and social responsibility. He mentioned that the assignments that are required in his major and minor are the main reason that he developed the global competencies he has. He also believes that the faculty are very important because they push their students to act for the benefit of society. His major also offered a film series and presentations on various topics that he feels further increased his learning. He believes that global competencies are important and that they will help him in the career field he is hoping to go into, which is international business. He stated that his motivation to acquire global competencies during his time at ISU was "very, very high." To him, the two most important global competencies were bilingualism and global dexterity. He also talked about how he wished he had participated in a study abroad program because he thinks these programs are very valuable experiences.

Pseudonym: Jesus

Jesus is double majoring in two social science-related majors. Immediately after asking the first question he told me that he had studied abroad in a South-American country during the summer. He told me about the different activities he participated in as part of his trip, and about all the different people he met with. This included political leaders as well as activists within the community that hosted his study abroad group. In addition, he described his extracurricular activities such as his involvement in Global Map Redbirds, where he mentored two students, from China and Romania respectively. He told me about his volunteering experiences at Western Avenue Community Center tutoring children. He also mentioned that he is also part of the Muslim Student

Association at ISU. He also discussed with me how his classes that are related to his social science-related majors all touch on global issues and address global competencies in one way or another. There were two social science classes that he mentioned more than once in his interview; one was medically focused and one was politically focused. He also stressed the importance of being civically engaged in one's community and how being involved with the Campus Democrats helps him do that. Jesus told me that his motivation to acquire global competencies was very high and that his majors have taught him to see the world through a different perspective. In his experience, the two global competencies he encountered the most while at ISU were social responsibility, and cultural sensitivity. He told me that for him, global dexterity is the most important global competency.

**Interviewer: Michael Drake**

Pseudonym: Chad

Chad came to ISU through the track team. From his first day at ISU he was exposed to students from Barbados and Europe. His coach was from Barbados. He lived on a floor with all athletes, leading him to meet international students on different teams. He also met study abroad students in his classes. Chad also took part in LINC-learning in Communities and said this helped instill global competencies in him. It is essentially a student teacher program to help other college students. His majors, both within the College of Arts and Sciences, allowed him to acquire global competencies. While he did not get a job directly through ISU he states that the competencies acquired helped him get the job. He talked a lot about how class experiences helped him learn how to talk to different people. He brought up a specific guest lecturer at ISU that covered that, and how to be sensitive to people different from yourself. Chad was most exposed to cultural sensitivity and social responsibility while at ISU, mostly through class discussions. He believes social responsibility to be the most important competency, but he also stated that intercultural communication needs to be improved upon. His motivation increased from medium to high while at ISU. He says that his competencies have increased while at ISU; he came from a very small town where he was the only minority student. He's confident that the competencies acquired will serve him for the rest of his life. He also said that in order to be a good citizen one should attempt to acquire global competencies.

Pseudonym: Jeanette

Jeanette seems to believe that most of her global competencies have been instilled solely through interaction with other students she met while at ISU. She says that her majors (the first being arts-related and the second being focused on applied sciences) did not help her acquire global competencies. She did talk towards the end about her applied science major running a program where students visit local elementary schools and observe differences between Normal and Bloomington schools. She has met more engaged students while at ISU and it has encouraged her to be more involved herself. She also discusses being in classes with students from different cultural and linguistic backgrounds and the difference in respect shown to them between her high school and ISU. She believes that the global competency she was most exposed to during her time at ISU was social cohesion, through learning to play with people in the orchestra. Cultural sensitivity is the most important to her personally; she brought up the dichotomy between her time here and being raised in a conservative household. Initially her motivation to acquire competencies was low; it then raised through medium to high. She is confident that the competencies acquired will benefit her throughout her life; she thinks they are essentially lifetime skills.

Pseudonym: Matt

Matt doesn't believe that his time within the Humanities has given him many opportunities to interact with international students in an academic setting. Although he admits that he does have international students in his classes they are mostly from English speaking, westernized countries, which he does not consider international, as they share a lot of our opinions and culture. He also brings up a difference between reading and doing. While he has seen an increase in his competencies, he would never consider himself a global citizen. He believes that the competencies acquired will help him later in life when he joins the workforce. He views his social and academic life separately and admits this might lead to him acquiring fewer competencies. Most of the literature he read for classes is older and westernized, so he also does not consider that to be a good instiller of global competencies. Most of his improvements in competencies came from discussions in class, primarily those related to the rise of Trump and the rise and fall of Bernie Sanders. A specific class in his major also discussed how respect is shown in China versus America. The same class also discussed knowing your audience. Matt took a language class which led to a deeper understanding of an international culture, but not bilingualism. During his time at ISU he was most exposed to global dexterity. Matt believes that social cohesion, social responsibility, and cultural sensitivity are the most important of the global competencies. He would rate his motivation to acquire global competencies as medium-high. He stated that his competencies have increased while at ISU; he is now able to see things from different viewpoints. He thinks that the competencies acquired will help him in life because he will have to interact with people from different backgrounds.

**Interviewer: Felicia Kopec**

Pseudonym: Edgar Lopez

Edgar Lopez spoke a lot about how he acquired global competencies through his internship at Disney. This was a big part of his knowledge of people with different backgrounds, how to work with people through body-language, tones, and language barriers. His internship helped him develop bilingualism, and intercultural communication skills. Edgar Lopez met people from all around the world during his internship, and he spent a great deal of time in his interview discussing the importance of learning about these people's backgrounds and native homes. Edgar Lopez also frequently made mention that his major in the social sciences made an important contribution to his learning about global knowledge. Edgar Lopez made it known that being globally competent and socially responsible to the world are important to him for his career.

Pseudonym: Larry

During Larry's interview, he discussed acquiring global competencies through club baseball, and deaf redbirds. Larry developed intercultural communication skills through these school-sponsored activities. Larry made note that he met a lot of different people through club baseball, and had to be aware of their cultural differences during baseball games and dinners (where their families also attended). Larry wished he had been more involved in groups and ISU activities that may have increased his global knowledge because he claimed he didn't feel as though he acquired much. Larry stated that his communication-related major did not help him acquire any global competencies. Being a part of deaf redbirds was the overarching theme during this interview. Larry learned how to use body language as a form of communication and it was very important to him.

Pseudonym: Sean Bolans

Sean Bolans focused completely on his business-related major during his interview. Sean Bolans frequently explained how the department of his major helped him acquire global competencies through classes, faculty,

and group projects. Sean Bolans mentioned on multiple occasions how the department of his major brings in faculty of different cultural perspectives from their own backgrounds into the classroom. Group projects in the classroom helped him develop intercultural communication skills. Sean Bolans stated he developed the global competencies of global dexterity, and cultural sensitivity specifically through his major. Sean Bolans did not discuss or participate in any non-course-related activities at ISU, but believed he acquired a great deal of global knowledge from his major alone.

**Interviewer: Alicia Ramos**

Pseudonym: Vic Remano

Vic Remano was heavily involved in the Reserve Officer's Training Corps (ROTC) program at Illinois State. Through the program he was able to travel abroad to Africa; this experience provided many opportunities for global learning. The ROTC program encouraged him to obtain many skills that align with the global competencies we were asking about. Competencies such as global dexterity and cultural sensitivity became very important to him during his time at ISU. He also credits his global knowledge to his minor within the College of Arts and Sciences; unlike his major, his minor increased his skills of intercultural communication and more. Vic Remano feels confident in the global competencies gained while at ISU; he credits the university for his newfound global knowledge. Vic Remano believes the atmosphere on campus provides students with the opportunity to interact with different individuals. He developed a high level of motivation toward global competencies.

Pseudonym: Mariah

Mariah credits her global learning to her major courses in applied consumer sciences; one course on multicultural families helped expand her knowledge of multiple ethnicities and more. Earlier in her college career she was in the college of education and was given multiple opportunities to take urban-based courses that focus on lower socioeconomic areas. She works for the University Housing Services; this allows her to interact with individuals with diverse backgrounds. She also participated in events such as Leadershape, which provided a safe atmosphere to interact with different people. All of these experiences heavily exposed her to the global competency of social responsibility and social cohesion, both of which were most important to her personally. Mariah believes ISU does a good job of exposing students to different global competencies, but a lot of work still needs to be done. As a minority herself, she feels like some of these competencies developed before her time at ISU, but still credits the university for providing an atmosphere to increase her knowledge.

Pseudonym: Lucy

Lucy gained most of her global knowledge outside the classroom with the exception of her world geography course, which exposed her to different cultural environments around the world. Through her natural science major she participated in many conferences where she interacted with people from across the world with similar research. During her time at ISU she was most exposed to social cohesion and cultural sensitivity. Through volunteer work with an honors organization, a major-related student organization, attendance at cultural dinners, and interactions with people from different ethnic and cultural backgrounds Lucy feels confident in the global competencies she has gained at ISU. She feels like her time at ISU helped her develop these competencies and she has a high level of motivation since her time at the university.

Pseudonym: Batman

Batman had many opportunities at ISU to gain global competencies. His experiences studying abroad in Europe, working on campus, and his social science-related major exposed him to a number of global competencies. His experiences in courses like world geography, and U.S. history (from a British perspective) helped him understand a global perspective. While being a student worker for ISU his work environment was surrounded with people from different backgrounds; this increased his knowledge of cultural sensitivity. The competencies he was most exposed to were: intercultural communication, cultural sensitivity, social cohesion, and critical cosmopolitanism. He believes ISU provides many opportunities where students can interact with many diverse people. He credits his time at Illinois State for the development of his global competencies and believes it is very useful going forward in his career path.

Pseudonym: John

John transferred to ISU as a technology-related major. He chose ISU because it was a different environment from his hometown; this encouraged him to challenge himself to meet new and different people. He joined multiple organizations related to different languages and ethnicities. His technology-related major surrounded him with people from different ethnic and cultural backgrounds but he gained few global competencies from course-related activities; most of his global learning occurred in the social and organizational areas on campus. One competency he was most exposed to at ISU was global dexterity. His global competencies increased while at ISU and he maintains a medium level of motivation.

**Interviewer: Stacy Strickler**

Pseudonym: Brooke Davis

Brooke Davis is in a social sciences-related major. She has received further global knowledge from her major related coursework and from her experience being a conversation partner with a foreign exchange student. She also feels like she has gained knowledge and benefited from her involvement in her sorority. These school-sponsored experiences have broadened her cultural knowledge, especially in terms of cultural and global differences, and have heightened her motivation to be more socially responsible and her exposure to intercultural communication. She has noticed the increased value of bilingualism and the increased importance of critical cosmopolitanism. She has a medium motivation level because she has learned and has been exposed to different factors at ISU, but feels unmotivated to acquire further global competencies while at ISU because she is about to graduate. However, she does feel like her global competencies have increased while at ISU. Brooke believes that critical cosmopolitanism is the most important. She is hopeful that the global competencies that she's acquired while at ISU will be applicable in her daily life going forward because of her possible future career goals.

Pseudonym: Anastasia

Anastasia is in a consumer science-related major. She feels as though she has been exposed to an ample amount of diversity while attending ISU. She has received further global knowledge from her major coursework, from general education courses, from her politics of East Asia class, from her philosophy class, from being in a collegiate atmosphere, from her language courses, and from her study abroad experience in Europe. These school-sponsored experiences have enriched and widened her cultural knowledge, especially in terms of cultural differences, and have heightened her cultural sensitivity, global dexterity, and social responsibility. She has been motivated to gain more global information because of her major and future career goals. Her motivation has

heightened while at ISU. Anastasia finds global dexterity and social responsibility most important. She feels confident that the global competencies that she's acquired while at ISU will be applicable in her daily life going forward.

Pseudonym: Peen

Peen is in an applied social sciences major. She feels as though she has been exposed to an ample amount of diversity while attending ISU. She has received further global knowledge from her major-related coursework, from sociology courses, and from her study abroad experience in Europe. She also feels she has gained more knowledge and has benefited through her involvement in her sorority. These school-sponsored experiences have extended her global awareness and her cultural knowledge, especially in terms of cultural differences. They have heightened her feeling of cultural sensitivity, her feeling of global connection, and her knowledge of globalization. Her study abroad experience specifically increased her ability to adapt to different cultures. At ISU, she has also been exposed to many different cultures for the first time and has received validation that bilingualism is important to her. She feels that this interview has opened her eyes to everything that she's been exposed to while at ISU and feels that she is at a medium motivation level. Peen believes that intercultural communication is the most important. She feels confident that the global competencies that she's acquired while at ISU will be applicable in her daily life going forward, especially because of her future career goals and her focus on social responsibility.

#### Appendix 4: Illustrative Quotes from Interviews

**Jeanette:** "My world was what it was, and it's not that no one existed past it, I just never thought to look past [until I came to ISU]."

**Lorraine:** "...not everyone is the same, not everyone thinks the same, we are all different, we all have our different values and you just have to be respectful and try to understand and not judge someone and go in with an open mind."

**Vee Smith:** "At first I was more shy and had to get to know them like, "Hmm, how do they act?" But it's cool because I was excited like, "You're different, you came from the other side of the world." - talking about her interactions with international students

**Jackson Michael:** [speaking about global competencies] "It's definitely important if you meet new people, say people at work, the more you know about what they believe, what they think, and what they see compared with what you see – the more you can connect."

**T. Rex:** "When you get into college the teacher doesn't care where you came from, what sport you played in high school or anything. They'll put you into groups with people you don't even know. It takes a certain kind of person to recognize cultural differences."

**Lucy:** "... pretty much all these different categories I've picked up in some way since I've been at ISU. Since I didn't really have the opportunity before coming here."

**Chad:** "Not everyone is going to be traveling the world. Or, you know, going outside their niche community, per se. But I think it is important to know about different cultures. You never know when someone else is going to be coming into yours. You don't have to travel outside the U.S to experience diversity in that sense."

“You learn about how you should, you know, interact with people in general. Not just people from different cultures and parts of the world. I think that goes hand in hand in being responsible and contributing in the right way. I think that’s something you can gather from most of the classes you take here at ISU. “

**Matt Johnson:** “I’ve just been taught to kind of be very, very respectful and not to really question anything as wrong or weird if something different comes up, just to kind of accept it as something else that, you know, I’m just not used to and that it’s not necessarily wrong.”

**Anastasia:** “I do think we have enough diversity here to have to be able to recognize that and be able to be interested almost in other culture and not just culture, but differences, and things around you.”

“I think it helps you to be open minded when exposed to these things early especially in college when you are learning how to work in your specific career and you’re learning how you’re going to be acting in the adult world and it’s important to be able to learn global competencies as well because that’s the real world pretty much.”

**Peen:** “...I never realized how important it was to speak two languages until I came to ISU; I think it’s opened up the doors to a lot of things.”

“I think it’s important to branch out and not just live in a bubble. I think it’s important to be exposed to different cultures in order to understand and to love other cultures as well.”

**Brooke Davis:** “...my [sociology elective], learning about children from all across the world, we learned about the poverty of children from different countries, it makes me kind of blessed to be where I am now considering because of their ethnicity and their race and where they live...”

**Vic Remano:** “... I’ll probably be deployed at some point in my career which means that all of these learning outcomes are vital to my mission’s success.”

**Batman:** “...being a student at Illinois State University from studying abroad, and working with preview, and transfer day, I was just really able to immerse myself into different diversities... it definitely allowed me to realize how big the world is, and how other people still think that the world revolves around the m.”

**Mariah:** “I think ISU is doing a great job and there are room for improvements but that’s everywhere...But if I were talking to a freshman or an incoming freshman I would definitely tell them to attend ISU because I’ve had many experiences and have felt very comfortable here and have felt like cared about as a minority”

**Jesus:** “...they said they that they didn’t have a place to pray. They used to but they took it out. They looked at a way Christians have, you know, churches all over this campus where they can pray in their specific way, but here Muslims can’t do that, and the way they pray has to be in a quiet and facing Mecca, so it’s a different perspective towards people who don’t understand that, specifically me. So, it’s taught me that, you know, in this aspect that the international students and the aspect of religion, you have to be very, you have to be willing to learn and understand where they’re coming from.” --- regarding ISU’s lack of accommodations for an Islamic praying space.

**John:** “And this is the one reason I came to ISU ‘cause I did not want to go to some school in the city ‘cause I would have been getting the same environment that I grew up in. And I didn’t like the same environment that I grew up in. And this is why I came out here. And I think the whole experience at ISU just like talk to different people from different cultures, actually going to different groups and everything. I think that was a really good experience.”

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**About GAUISUS**

*Gausius* is the internal, peer-reviewed scholarship of teaching and learning (SoTL) publication at Illinois State University (ISU). Its purpose is to provide instructors writing about their teaching and learning a local but peer reviewed publication outlet and to offer other instructors and students an accessible publication to read to obtain a sense of, and learn from, some of the scholarly teaching and SoTL projects conducted by their colleagues on our campus. The name, *Gausius* means glad, gladly, or joyful in Latin, as in the Illinois State motto/logo, “Gladly we learn and teach.”

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