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College of Education, Health and Human Services

DOCTORAL DISSERTATION DEFENSE

of

Roberto Arruda

For the degree of

Doctor of Philosophy

Higher Education Administration

MOTIVATIONS AND PROCESSES FACULTY USED
TO DESIGN FIRST-YEAR UNDERGRADUATE CLASSES
WITH INTERNATIONAL AND/OR INTERCULTURAL
CONTENT

Monday, December 4, 2023

1:30 p.m.

Room 408-A White Hall

Kent State University

Roberto Arruda

M.A., Teaching English as a Second Language
Kent State University

B.M. Saxophone Performance
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Roberto started his career in education teaching English as a foreign language in Brazil. He moved to the U.S. to pursue a master's degree in Teaching English as a Second Language, and that was when his focus turned to higher education. His research interest is internationalization of higher education and he focused on faculty's engagement in internationalization efforts. Roberto has served in diverse roles in higher education institutions and currently is Director of International Student Services and Study Abroad at Berklee College of Music.

Motivations and processes faculty used to design first-year undergraduate classes with international and/or intercultural content

The purpose of this exploratory qualitative study was to understand the motivations and processes faculty used to design first-year undergraduate classes with international and/or intercultural content. The data was collected through semi-structured interviews with 7 professors at a large public university in the United States with very high research activity. Professors viewed their own international experiences as fundamental to their personal and professional development and were motivated to add international and intercultural content to their course design by the opportunity to offer their students learning opportunities of a similar nature. Besides the varied subject-specific learning goals, these first-year seminars had the common goal of broadening students' horizons and developing students' intercultural knowledge and skills. The findings suggest that internationalization of the curriculum can be occur naturally under appropriate conditions, which include faculty with international experience and the autonomy in course design. This understanding offers useful insight to higher education leaders who intend to engage in internationalization efforts beyond student mobility.