Well over 70% of the respondents to this survey indicated they did not incorporate international perspectives in their teaching, 26% were from non-science disciplines, 32% were from science disciplines and 42% did not provide information about their discipline. Assessment was accomplished via: Written papers (69%), Class participation (62%), Oral presentation (49%), Quizzes (5%), Exams (53%).

Females were significantly more likely to incorporate international components into their classes (p=.01). Additional analyses revealed no significant differences between males and females in the number of hours of course time spent on international topics, perceived description of course focus (international component, significant unit, elements threaded and entire course) and type of assessment (written paper, class participation, oral presentation, quiz or exam).

A Chi-Square revealed a significant difference in the number responding “yes” to the first question and years of teaching experience. There was a significant difference between the group of faculty with experience in the 10-15 year range and the group of faculty with 5 and under years of experience. p=.002. Faculty in the 10-15 year range were more likely to answer yes, they did incorporate international components.

What do you believe it means to internationalize the curriculum? Comments indicating uncertainty about what it means to internationalize the curriculum or indicating it isn’t relevant to a discipline (N=10 (9%))

Comments indicating a more comprehensive view of internationalization (N=27 (25%)). Statements more closely related to understanding that internationalization is a way of thinking, going beyond adding some international content to course.

Comments indicating the addition of some international content, not so much focused on a more comprehensive view of internationalization (N=73 (66%)).

What are the most important global topics for you? Topics that were discipline oriented (N=58 (50%))

Topics generally focused around cultural diversity (N=31 (27%)).

Topics on environmental and sustainability issues (N=15 (15%)).

Topics that emphasized women’s issues and human rights issues (N=12 (8%)).

Describe briefly how you incorporate international perspectives into your courses.

Readings, class discussions, in-class activities, compare/contrast (USA/other), case studies (54)

Visual media: film, videos, documentaries (9)

I do not (8)

Encourage international students to offer their perspectives during lecture (4)

International guest speakers (1)

Encourage students to use international resources (databases, media, libraries) (1)

Incorporate my (faculty member) experiences abroad (1)

Assignments (research papers, exams, quizzes) with an international focus (6)

In many cases, respondents did not complete some sections of the surveys, so the results are best described as exploratory and informative. The results may provide guidance for future research on the topic.