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Abstract

In this era of globalization, internationalization?both as an idea and an agenda?is receiving widespread attention at academic institutions across North America. Although faculty are necessarily key participants in initiatives to internationalize academia, surprisingly little work has been published that addresses the roles, responsibilities, and problems faced by the faculty on an operational level. This article has been written to provide administrators with some insight into faculty perspectives on the goals, strategies, and processes of internationalization. The authors present a case study of internationalization processes currently underway in the School of Architecture and Allied Arts at the University of Oregon. They discuss a faculty-driven approach that focused on mapping internationalization, addressing barriers to internationalization, and improving structures and systems to enhance internationalization. An in-depth critical analysis of the case leads to recommendations and a framework for navigating diverse tensions and responsibilities implicit in an internationalization

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