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Educational Leadership and Policy Studies Paper

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Investigating Links between Domestic Diversity and Internationalization Strategies

Rethinking Internationalization:

Internationalization of Higher Education
Keywords: internationalization; pedagogy; multicultural; diversity; intercultural;

Abstract: 
Internationalization is an impetus for change in modern universities. In the United States,

(1993) Developmental Model of Intercultural Sensitivity (DIMS) serves as a vehicle for
international efforts based on intercultural communication theory. William Bennett's
will assist student affairs practitioners and educators in linking multicultural and
argued that multicultural and international educational goals are parallel. Conclusions
whether internationalization strategies include or exclude domestic diversity efforts. It is
on the intercultural learning needed for academic excellence. This paper questions
commonly inspire "intercultural" into the works of the university with the emphasis
languages, cultures, and experiences to the forefront. Strategies for internationalization
higher education institutions (HEIs) serve diverse students who bring alternative

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to be retrievable. International elements include: international students, study abroad, and domestic diversity must be incorporated in efforts to internationalize. In outcomes are domestically diverse components are excluded. Both aspects of international elements and process, particularly within strategies are only focused on international elements and policies of an institution. However, there can be resistance to such a transformative internationalization can provide a new paradigm for thinking about the practices.

Institution in the United States (Cornwell & Stoddard, 1999). Institutions may rethink the way internationalization is implemented to make it more inclusive.

attitude of "exclusionism," of Eurocentrism. This Eurocentrism may have as its foundation for institutionalism in the United States. At the same time, many Americans holding positions of power exhibit the...
changing "natural" behavior, where learners transgress traditional ethnocentrism and cultural backgrounds (Erickson et al., 2005). Interpersonal education is an approach to multicultural communication and explains communication between people from different educational perspectives of multicultural and international education. Interpersonal communication can provide a bridge between the traditional paradigms of multicultural and international education. The pedagogy of interpersonal communication can provide a bridge between the traditional paradigms of multicultural and international education.

The need for interpersonal communication can provide a bridge between the traditional paradigms of multicultural and international education. The pedagogy of interpersonal communication can provide a bridge between the traditional paradigms of multicultural and international education.

The departments of multicultural and international studies have been

education

internationalization strategies and the convergence of multicultural and international strategies from the main purpose of this paper. Thus, my focus will be on identity. However, discussing each of these categories of diversity could disorient the reader. However, discussing each of these categories of diversity could disorient the reader. However, discussing each of these categories of diversity could disorient the reader.

co-cultural" can and should include race and ethnicity, gender, religion, social-economic status, age, abilities and disadvantages, country of origin, and sexual orientation. Diversity can and should include race and ethnicity, gender, religion, social-economic status, age, abilities and disadvantages, country of origin, and sexual orientation. Diversity can and should include race and ethnicity, gender, religion, social-economic status, age, abilities and disadvantages, country of origin, and sexual orientation. Diversity can and should include race and ethnicity, gender, religion, social-economic status, age, abilities and disadvantages, country of origin, and sexual orientation. Diversity can and should include race and ethnicity, gender, religion, social-economic status, age, abilities and disadvantages, country of origin, and sexual orientation.
incorporate an international component with the required coursework. I feel strongly that
studies. Through the Educational Leadership and Policy program, I have attempted to
I have needed to blend social justice and international education into my own
perspective.

outcomes for students, faculty, and staff to function in a democratic country with a global
An institutional commitment that combines the two phenomena will provide greater
other. Students and graduates must be prepared to engage intellectually as well as globally.
motivations between the two to show that one is not necessarily mutually exclusive of the
multicultural and international goals must be considered. I will complete pedagogies and
In order to transition HESL in the United States for the 21st century, a convergence of
be completed.

diversity and, if so, can multicultural and international components of education
should efforts to internationalize a college campus include elements of domestic
Higher education contexts?
Where is internationalization and how has it commonly been implemented in U.S.

Two main questions will be addressed in this paper:
should be examined if HESL are to sustain in the 21st century (Peterson & Dillon, 1997).
A new paradigm of thinking about the external and internal context of institutions
pedagogies, practices, and policies within higher education.

Promoting, 2003). International communication can be a compelling factor in transforming
internationally is measured by a tolerant and integrative sense of self (Allen, Bryman &
Greater competence and comfort in living in-between socially, culturally and
explore new relationships across cultural boundaries (Bennett, 1993). Consequentially,
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The motivation behind the goals of multicultural and international education will address concerns surrounding the internationalization of American higher education. This is the focus of this paper. The first section will cover literature related to the concept of internationalization. In this section, I will outline the theoretical underpinnings of the field of international education and communication and review literature regarding internationalization strategies and history is limited and lacks a thorough literature review of the related literature.

Budget and Planning, Leadership in Student Affairs, and College Impact. Following courses will also be interwoven in the text: Organization and Governance. The direction of multicultural communication and an international communication course. The multiculturalism of Higher Education, Assessment/Introduction to Research.

I draw primarily from three courses for the purpose of this assignment:

1. Each of which is concerned in my practice, have been the impetus of this paper.
2. Is also critical of my practice in the student affairs profession. These two components, the cornerstone within the Educational Leadership and Policy Department. Social Justice
3. Additionally, I have taken notice of the focus on social justice elements in United States. Social justice has emerged in a bilingual and multicultural environment between Germany and the
4. This has stemmed beliefs and worldviews is essential not only in my practice as a student affairs
5. Learning a global and multicultural perspective on my own traditional cultural
that the introduction of such changes and introduce alternatives to the traditional
introduce traditional internationalization strategies as a means to explore the concerns
commonly incorporated in their attempts to internationalize. It is vital to
that introducing an international dimension is vital in the process to internationalize. HEIs
system (as cited in Tyler, 2004, p. 150). Drawing from these two definitions, I consider
"the process of internationalization as defined in Green & Olsion, 2003, p. 3). Ellingshoe (1998) define it as,
international/intercultural dimension into the teaching, research, and service functions of
Knight’s (1994) definition of internationalization is “the process of internationalizing
The definition of “internationalization” is rather ambiguous and variable.
Internationalization: Behind the Concept

competences involved in U.S. Higher Education as it moves into the 21st Century.
statistics as related to a need for change regarding diversity and multicultural
outcomes with regard to intercultural competencies. Finally, I will present data and
and learning techniques. I will include a model to measure developmental and learning
pedagogies of multicultural and international education to create intercultural teaching
highlighting differences and similarities. In the third area, I will attempt to combine
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de WiJl, and de WiJl's (2002) interpretations of strategies incorporate a definition of institutional. I find it interesting that both Knuup (1994) and his contributors books with interests on internationalization do not necessarily reflect those of American practices and strategies of U.S. HEIs, and generally outdoor citizens' actions, this own at the University of Amsterdam in the Netherlands. Although he writes on national affairs it is important to note that Hans de WiJl is Vice President for International Affairs element in the process toward internationalization.

Internationalization accounts for "cross-cultural training," which I will argue is a critical and (7) cross-cultural training, the seventh dimension of de WiJl's (2002) strategies for studies and centers; (3) foreign language study; (5) joint international research initiatives; curriculum innovation: (2) study abroad programs; (3) faculty-student exchanges; (4) area international competency. He suggests that internationalization strategies include (1) pedagogical practices.

In this sense, this is discussed regarding cultural competency and facilitative of dimensions, while is discussed regarding cultural competency and facilitative of (as cited in Prince, 2003). Although the international environment is more apparent in these supportive of international education; and the availability of study abroad programs internationalized curriculum; (3) faculty participation in international activities; (4)

Dimensions (1) integration of international students into university life; (2) internationalized curriculum; (3) faculty participation in international activities; (4)

In this sense (1998) conceptual model of internationalization includes six relate to learning.

However the international environment is not directly discussed in terms of how these aspects internationalization of higher education.
processes and become more directly related to the core functions of the university. It is
Internationalization is more central to the development of globalization, the
"internationalization of higher education" and connected with globalization and
internationalization evolved into a strategic process of what is currently known as the
foreign policy and national security. Thirdly, around the end of the Cold War, this
point is that prior to the
points are arrived regarding Internationalization. The first point is that prior to the
that gave way to the concept of Internationalization of higher education was more incidental
Internationalization, International education is said to have been the organized activity
Hans de Wit (2002) has contributed much insight into the History of

history

States where, I argue, Intercultural competences must be developed.
and concerns of internationalization in the context of higher education in the United
American institutions do not. This assumption, among others, can lead to resistance to
acknowledge the importance of intercultural development as HEI's Internationalize and
appears to view it as merely International.

Ellingsbee's (1998) examined U.S. Institutional efforts for internationalizing and
Ellingsbee's (1999) definition accounted for neither cross-cultural framing nor
Internationalization that included cross-cultural framing and intercultural competences.
their efforts to internationalize.

Similarly, professionals should be committed to both domestic diversity and global issues in accordance with communitarian versus justice as equity for all the world’s inhabitants can also be addressed by the degree of cultural differences next door (Cornwell & Stoddard, 1999, p. 20). The debate of may enjoy the appeal of the exotic other, but shrink from confrontational racism and an escape from pressing issues in the United States. Additionally, students and faculty involved in efforts to internationalize include the argument that the social obligation to address diversity issues begins at home and a focus on global issues of social injustice in other nations is internationalizing inclusions the argument that the social obligation to address diversity and there are concerns raised in these efforts. A main concern involved in efforts to HEIs in the United States are moving toward internationalizing their campuses.

Concerns Surrounding Internationalization

have a greater cultural understanding of each other. Impact on teaching and learning by creating an environment where faculty and students can learn together.

context, 2002, p. 96). This international component could indeed have a profound and to prepare faculty, staff, and students to function in an international and multicultural reality of interdependence among nations (environmental, economic, cultural, and social).

Academic communities to have the ability to understand, appreciate, and articulate the

De Wit argues that internationalization efforts are needed to enable the

as a dynamic process influenced by globalization, which is also a phenomenon in itself.
Learning such as study abroad (Cornell, 1999), an individual representing international education has traditionally focused on Europe both in the classroom (with a role where language study, area studies, international studies, study abroad programs, and exchanges

As noted above, common strategies for internationalization include: foreign international education. Strategies need to be developed to address both.

If you should not ignore themselves to choose between either domestic diversity or constraints and remain resilient (p. 127). Change is inevitable in higher education and rooted in a declining world order of nation states...or will it be able to escape from those remain imprisoned in its national context or at any rate in an international context

Stern (1998) also raises an important question of whether the university will

no longer or the growing pluralism within Western education,

and wider in the sense that they must take greater account of non-Western intellectual

and the needs of social and ethnic groups underrepresented in higher education must be met.

found that higher education systems need to go deeper and wider-deeper in the sense that

in terms of strategic power, economic efficiency, social equity and so on” (p. 116). Stern

He/She were from the beginning, national institutions created to fulfill national purposes
deeper in terms of moving higher education into the 21st century. He states that mass

the question of whether institutions should aim to think “wider or deeper” or “wider and

loyalty to the local or loyalty to the global populations. He frames this study by asking

massification and internationalization of higher education involve one to question the

Stern (1998) addresses this very notion. The complexities involved with

Internationalization of higher education
International practitioners on college campuses have different positions in the academic
higher education creates a context for diversity among the two. Multicultural and
The nature of the relationship between international and domestic diversity in
American students and faculty, but not everyone (Cornwell & Stoddard, 1999, p. 38).
relations can help to dissolve stereotypes and is needed not just by the while at Euro-
international students with privilege (Cornwell and Stoddard, 1999). International
the dominant group associates L’s persons of color with affirmative action and
minority numbers or diversity studies and also creates stereotypes where members of
resemblance on the domestic side when international students are included in their
and staff of color as a means to internationalize or diversify their campuses. This creates
approach of recruiting international students, faculty, and staff, and L’s students, faculty,
Another concern is that the higher education institutions have traditionally used an
internationalization could deter European influences in practices and policies.
individuals from different backgrounds on a task force or committee to discuss
opportunities for individuals? How do we need to complement these questions in their efforts
American backgrounds can internationalization pedagogy and curriculum
and culturally accessible to students from both socio-economic and non-European-
concerns. Are the policies and practices developed for internationalization
European-focused and L’s-oriented approach, “where study abroad and curriculum is
the university shield. Like most (U’S) institutions, we still have the dream of a
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common values shared such as: a desire to facilitate culture learning and multiculturalism.

Differences exist between internationalists and multiculturalists. There are some

wrones, starting positions, and “having voice” (Benenti & Benenti, 1994). Despite the

said to contrast with international education goals in that it deals with teaching histiorcal

likelihood of conflict (Wood, 2002). The typical multicultural diversity perspective is

mission that to learn another culture is to increase tolerance, thus reducing the

understanding, and “making the world a better place” (Benenti & Benenti, 1994). It has a

education as a field applies individually with a commitment to global vision, intercultural

Lastly, concerns also stem from different motives in the field where international

multiculturalists and internationalists.

International dimensions which could further exacerbate the disunity between

feel that their voice is not heard if the leadership of the university is focused only on

with internationalists. Multiculturalists, in examining the heritage, would most likely

theoretical bases” (Benenti & Benenti, 1994, p. 149). This can present concern as HEIs

multiculturalists tend to mistrust each other’s methods, world views, scholarship, and

different perspectives create an environment where “the internationalists and the

disrupt the meaningful of learning” (as cited in Benenti & Benenti, 1994, p. 149). These

voice and are then perceived as special interest groups with dangerous agendas that

well-funded and have a “safe” political perspective. Multiculturalists often “denym a

generally concerned with the languages, humanities, and social science areas which are

the academy, thus shaping institutional agendas. International studies faculty are

international education and its association with international studies holds credibility in

internationalization of higher education 13
There are, of course, many gray areas in categorizing groups of people and may be categorized as intercultural, whereas individuals born in the U.S. may be of different nationalities and religions. Intercultural is defined as the encounter between people of different nationalities. In the U.S., the term multicultural generally describes ethnic and racial diversity within its cultures, most frequently referring to the diversity within a nation or community. In the multicultural, can be defined as the interactions between people of diverse educational backgrounds are drawn between domestic diversity and international efforts to transform education. Distinctions must be made regarding the terms multicultural and intercultural. Building upon this framework, the idea of a bridge must incorporate intercultural education.

Foundation of intercultural communication (Bennett & Bennett, 1994).

So the international and domestic diversity should create a bridge that is built on the separate. Internationalization as an impulse to change needs to include domestic campus-wide response to diversity and cultural differences and not continue to work multicultural and international educators should cooperate in constructing a other.

International and domestic diversity efforts where one is not mutually exclusive of the (Bennett & Bennett, 1994). These similarities point to a confluence of values between cultural terms, and a commitment to social justice, shared privilege, and inclusivity cultures, an appreciation of difference as it is manifested in both subjective and objective views through the process a dedication to both experiential and structured learning across.
pedagogies involved with multicultural and international education must be examined to

related to multicultural and international (Cowen & Stoddard, 1999). Different
adapted to many national contexts. The term International can be used to identify the
intercultural communication oriented to an international context, but it can now be
enhanced within and explore new relationships across cultural boundaries (p. 21).

approach to challenging our ‘natural’ behavior when we ask learners to transcend traditional

Wrightson Brumfit (1982) describes education in intercultural communication as “an
learning research, and service practices of an institutional approach to internationalize
explored. The theoretical lenses of this field can enhance intercultural learning into the
international education and diversity efforts. Intercultural communication must be

As a means to discuss the idea of building a bridge between multicultural and

between multicultural and intercultural practices in higher education.

These distinctions provide a framework for discussing differences and similarities

collaboratively with others. (p. 4).

differences and similarities is necessary in order to build a foundation for working
language development recognizes that a genuine understanding of cultural
rather than focusing on specific problems such as learning styles differences of
exchange, cooperation, and collaboration between groups. Intercultural exchange between them, intercultural, however, implies cooperation,

Multicultural education, according to Kohl (1994), refers to unrelated

Customer (1998) states:

In terms of comparing multicultural education and intercultural education

States:

I am not suggesting that this is a standard model that correlates to all people in the

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individuals to live in an increasingly complex world and diverse society (p. 250). The need to develop certain skills in a democratic society was examined. It was believed that in order to participate effectively in a democracy certain skills must be developed for which links between diversity, experiences, learning or cognitive development, and curriculum issues of race, class, and sexism must all be addressed (Hurtado et al., 1999).

Hurtado (2006) conducted a study on the University of Michigan campus in 1999, issues of race, class, and sexism must all be addressed (Hurtado et al., 1999). Universitists develop courses addressing issues of cultural representation within the multicultural dimensions of oppression and privilege because as colleges and universities develop multicultural dimensions of oppression and privilege, and the incorporation of these dimensions and conversations in intercultural learning needs to include multicultural dimensions of oppression and privilege (S滚球ce & al., 1998).

Addressing institutionalized oppression and privilege (S滚球ce & al., 1998), while it is a desired outcome. However, the implication of this approach includes a lack of psychology and behavior (p. 280). Prejudice reduction and increased empathy for an the skills to face the reality in order to understand the deep structure of culture in the human knowledge that fosters a deeper understanding of the ways and beliefs of the other and student-student relationships which facilitate learning by imposing a “practical (S滚球ce & al., 1998). The human relations model consists of teacher-student and of two multicultural pedagogical approaches most often practiced in the United States.

Perspectives where intercultural education practice and pedagogy has been approached.

Teachers in all fields have been urged to assist students in developing a global perspective with multicultural and intercultural education can be parallel.

Which a common practice where intercultural communication can be included in traditional
Finally, diversity studying traditional texts and core concepts of their major discipline. 

expanding the knowledge base of the college curriculum does not prevent students from 

groups of students together rather than dividing them. Secondly, diversifying and 
camps and in society. Learning about diversity and global cultural traditions brings 

points regarding a diverse curriculum. First, it can help bridge differences both on 

Interpersonal learning leads to different outcomes. Owne (2003) discusses these 

of the struggle involved with interpersonal learning. 

perspective (Comer & Stoddard, 1999). Educators and practitioners need to be aware 
sometimes need the shock of experience to see the familiar from a dramatically different 
surrounding with knowledge and perception can be disturbing for them. Individuals 

hold (Paige, 1993). Learners can struggle with these ideas and the ambiguity 
of other factors have on the perceptions of the world which individuals and groups come to 

Learners study the impact that culture, race, ethnicity, gender, politics, economics, and 

intercultural education in personal and pedagogical, is psychologically challenging. 

enable them to manage their emotional responses (Paige, 1993). Additionally, 
of learning into the course structures to help learners develop cultural-learning skills and 

intercultural educators must incorporate cognitive, behavioral, and affective forms 

strategies for intermobilization where intercultural education is a primary goal. 

philosophical nature of the United States presents a unique opportunity to strengthen 

learning can be facilitated not only by multicultural but also intercultural pedagogy. The 

diversity is beneficial for students, and I would argue that diverse interactions and 

interactions with diverse peers is the desire to influence society. Therefore, diverse 

findings suggest that students' cognitive skills are associated with particular types of 

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Wilkin Benson (1993) introduced this model as a Developmental Model of Inter-cultural Sensitivity (DIMS).

One such tool is the Developmental Model of Inter-cultural Sensitivity (DIMS).

That students can gain inter-cultural skills.

There are tools available to help faculty in developing curriculum so
global and the local. These tools include learning and residential life. The main focus is to connect the
programming, experiential learning and residential life. These goals can be incorporated in the curriculum, co-curricular
students must understand global processes. Finally, students must prepare for citizenship.

First, students must understand global processes. Finally, students must prepare for citizenship.

diversity. Secondly, students must develop inter-cultural skills. The third goal is that
second goal is that students should understand intercultural cultures and understand cultures as
students when considering the course of international studies and diversify. The third
course and Stoddard (1999) propose four main goals for understanding

what it means to live in a diverse society and complex world (Hope et al., 1999).

educator needs to expose students to readings and activities that help them understand
not need to be shielded off in class to contribute their different perspectives. Instead, the

Therefore, foreign students, and I will argue in addition, domestically diverse students do
(reproduction and to apply this to problem-solving based learning (Owen, 2003). p. 19).

course assignments allowing students to "apply different skills of knowledge
instead, culturally sensitive teaching should include a variation of teaching methods and

foreign students whom might actually increase the cultural gap between students.

Culturally sensitive teaching does not necessarily call for special treatment of

more inclusive campus climate and new teaching methods.

avoid cultural stereotyping. All these outcomes can have positive results for creating a

courses challenge students to think in more complex ways about identity and history, and
international and cultural backgrounds" (Benne, 1998, p. 22), an identity which allows them to see themselves as "interculturalists" in addition to their intercultural. Benne refers to interaction as a stage of transition where "people achieve each behavior in the sequence, reach a level of interaction where one can become through monocular lenses focusing with dental and eventually, through experiencing acceptance, adaptation, and interaction. An ethnocentric individual who views the world within being exposed to a second culture including dental, defense, minimization, which can be based on a sequence of reactions of behaviors in individual multiple encounters. The Dnls is based on a sequence of reactions of behaviors in individual multiple encounters. deferring and adjusting to a variety of interpersonal settings" (Benne, 1998, p. 26). Thus, being comfortable with many standards and customs and to having an ability to adapt from an ethnocentric perspective toward one that is ethnocentric. Ethnocentric refers to Benne's (1993) model (see Appendix A) describes how an individual transitions to more sensitive stages" (p. 24).

In particular stages, and in sequence activities in ways that facilitate development toward different stages of development for individuals or groups to develop curriculum relevant approaches. Benne (1993) argues that this model will "allow learners and educators to approach collaborative learning opportunities such as study through collaborative learning of from experiential learning opportunities. It can also provide a means by which students can assess their own personal growth institutions might be interested in producing through implementing internationalization sensitivity as stages of personal growth. This model can be connected with the outcomes difference... termed ethnocentricism" (p. 22). Benne (1993) defines internationalization through stages of greater recognition and acceptance of ethnocentrism through stages of greater recognition and acceptance of internationalization of higher education.
international education in the U.S. suggests a general motivation for internationalization.

To further describe the prevalence of ethnocentrism in America, let us examine some calculations for 1993. It is the choice of the individual to either allow or resist development. Now that cultural choices can and must be made, for intercultural sensitivily to develop (Bennet, 1993), different cultures are perceived as variable and viable constructions of reality. Lastly, the phenomenonology of difference is the key to intercultural sensitivily. Additionally, the three assumptions can be made regarding Bennett's (1993) model. First of all,
Diversity policies under the condition that "subjectivity is projected to be the norm in
argumen is often presented to motivate institutions of higher education to develop
students enrolling in higher education institutions is increasing. In fact, a demographic
Demographics are changing in the United States and the number of minority
environment and must be considered for internationalization strategies.
preparing individuals to think outside their own culture and operate in a global
geography profoundly in higher regard. These two aspects of education are essential in
which when going abroad to foreign countries, those hold foreign language acquisition and
Nevertheless, the data exists as does the stigma and stereotypes that Americans are faced

t is paper can be criticized by examining the sample size and other variances factors.
The data on foreign language acquisition and geography profoundly presented in
that may not already have a world geography requirement in place.
provide motivation for implementing a new general education requirement for institutions
education institutions, this parochialism may prevail. This phenomenon unlikely also
in post-secondary school, but for those individuals who do not choose to attend higher
eliminationism. Of course, one's geographical knowledge may increase upon attendance
indicate of teaching practices and educational policies that perpetuate American
countries are, then they are less likely to put global issues into context. This data may be
The assumption here is that individuals have little knowledge of where
8th and 12th graders placed in the "at or above proficient level" in geography (2005). 8th
Center for Education Statistics, in 2001 (see Appendix C) thirty percent or lower of 4th
particular are ignorant of global issues" (de Waal, 2002, p.94) according to the National
as stemming from academic thinking that "population in general and the youth in
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The following implications should be considered by HEIs as they reform, study abroad, and foreign language study. Many of these strategies are discussed as curriculum and staff. Common strategies for internationalization were discussed such as curriculum.

In reviewing the literature, several assumptions and conclusions can be made.

Implications of the Literature

A joint effort involving both domestic diversity and internationalization does not need to be an either/or phenomenon. But should account for

Internationalization is a vehicle for change, and I argue that if implemented correctly and

prevailing of bilingualism in America, one could argue that U.S. HEIs need to change.

proficiency, foreign language acquisition, increases in diverse student, and the

Considering the information and data presented in this paper regarding geography

Hispanic population (Carnegie A-FY in press). Therefore, it is evident that the

population from 2000 to 2015 (see Appendix D) is significant, particularly with the

Hawaii (2002). The projected national growth in the national college-age minority

percent increase. Minority populations accounted for almost all of the 20-year growth

institutions increased by more than 3 million in the past two decades, an approximate 27

the future" (Muñiz et al., 1999). The total enrollments in American higher education

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American internationalization policies and initiatives must be considered if we are to avoid and mitigate the harms that can emerge in a civic and global society. Domestic diversity efforts will not be enough. The outcome will produce individuals and elements of international education that are multicultural and genderblind in American society. The assumption is that by adding the international, developed beyond international elements and focus attention on the importance of race, gender, and class in American society, we will ensure that multicultural competencies are incorporated into the curriculum and classroom experience such as: Introduction to Multicultural Education, Communication and Culture, and Race, Class and the Physical Environment. Curriculum requirements resulting from internationalization efforts should...

Gender scale than it has in the past.

environment is inevitable that diversity will need to be recognized and discussed in a more effective manner.

demographics change and students from diverse backgrounds enter the college,

multiculturalism, while concurrently assisting people in acquiring skills needed to interact effectively with people different from themselves (Cushing, 1998),

creating an awareness of the diversity of viewpoints and a reflection of absolute.

education can work on many fronts to strive to eliminate prejudice and racism by understanding these inclusive practices and policies in higher education.

requires that the concept of multicultural education can lead to greater cultural

Bennett (1992), Cornwell and Stoddard (1996), and Corn and Olson public with internationalization initiatives; Paice (1996), Bennett (1996), and

IIIs must react to changing demographics and incorporate domestic diversity into internationalization of higher education.
Service projects would involve international students to have campus and experience social
focused on community service for international and national students. Community
through various co-curricular programming efforts, imagine the impact of a student club
facilitate interaction of international students with domestic students. This can be done
intercultural environments are not capitalized upon. Student affairs professionals need to
strategies for internationalization. Generally, the elements that would only create
Too often, HEIs focus their efforts primarily on increasing student numbers in their
and study abroad student numbers, but emphasize integrative and reflective elements.
Efforts to internationalize should not focus merely on increasing international
curriculum should be diverse including a variety of cultures, ethnicities, and languages.
internationalization is not a once-study abroad should be accessible for all students and
their motivations behind strategies to internationalize to ensure that American
peace is it and who understands of the world (p. 88). HEIs must be conscious of
with such a view...one should be careful with such a purely political rationale...Whose
He criticizes this rationale by stating that, although it is quite tempting to symphatize
presented in the United States as a stimulus for peace and mutual understanding...internationalization is
rest of the world by many as a sign of American imperialism...internationalization is
internationalization as introduced by de Witt (2002) suggests that although seen in the
challenged to think outside a traditional Western framework. A political rationale for
international environment where students, faculty, and staff can flourish and be
of the world must be represented during efforts to internationalize to create a truly
environments are to be created. Non-Western and less developed countries and regions
In higher education, the greatest educational moments where identities can be developed, explored, reflected, and allowed for intercultural development to occur. If engaged in authentic and reciprocal, collaborative relationships with international students and have cross-cultural exchanges.

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Reconsidered: A Campus-Wide Focus on the Student Experience. Additional, a guide should also refer to student learning outcomes in Dupee et al. (2004) Learning and development skills, as well as intercultural competencies. Practitioners and educators, like Penell's (1993) DWE model can serve as a means to evaluate internationalization. Ensuring affordable learning and intercultural competencies linked to effective excellence must be accounted for. Assessment must be used to enhance faculty involvement study abroad or living/learning communities, which can be done through collaborative efforts between student and academic affairs. This can be achieved through collaborative efforts on various levels. Additional, practitioners should seek opportunities to bridge the divide between campuses. Practitioners should maximize learning opportunities when intercultural outcomes are increasingly more diverse in relation to their background, culture, values, and citizenship. Theory can be a starting point for developing programs for students who are becoming more global. Opportunities for collaboration with academic affairs, intercultural communication and more can inform their programming efforts, co-curricular activities and potential. Student affairs practitioners should be aware of the literature mentioned here as a position-up.

Community involvement in internationalization needs to come from the top-down, but also from the institution and what areas they would like to see transformation happen. A qualitative focus groups asking constituents what they think the values and beliefs of the administration. This should be done by creating a qualitative survey and holding faculty and staff who may perceive the institutional environment differently from top faculty of the campus and give voice to the stakeholders and particularly, the students.

Before deciding to internationalize a campus, universities need to analyze the interculturalization of higher education.
Geography, population, HILs must be aware of American importance and influence acquisition and result to the data presented regarding demographics, foreign language acquisition, and international education, and focus on the consequences of the two. Higher education must need to address issues of the other or multi-culturally when it comes to multicultural and intercultural competencies are concerned. Policy makers and leaders in higher education additionally, diversity efforts can contribute exponentially to internationalization where internationalization have diversified the importance of intercultural education.

Traditional strategies implemented by HILs in the United States during

information,

anyone interested in international education (refer to www.nafsa.org for further communities and workshops are available for student affairs practitioners, educators, and International Educators provides a platform where practices can be shared. Learning activities, collaborative efforts, and best practices, NAFSA: The Association for should include methods regarding curriculum development, pedagogy, co-curricular undoubtedly be different from what works for small liberal arts colleges. This research internationalizing a campus. What works for public research universities will from one another to determine potential benefits and deficiencies involved with policies, practices, and methods involved with internationalization. HILs need to learn affairs practitioners and educators should conduct assessments and studies of HILs research is lacking on internationalization and this needs to be remedied. Students educator in developing assessments.

specific intercultural competencies (see Appendix F) that can aid the researcher and

By Green and Olson (2003) Internationalizing the Campus can provide information on Internationalization of Higher Education 27
Globalization remains to be a catalyst for change and HEIs respond by internationalizing their curricula to increase their global visibility. The Internationalization of Higher Education (IHE) model must be used as a tool to ensure that internationalization practices are integrated into the curriculum. I am not suggesting the creation of a separate international department, but rather the development of programs and courses that incorporate international perspectives and experiences.
America moves into the 21st century.

Higher education is obligated to facilitate these outcomes as

in a local and global society. Higher education produces graduates who have international perspectives and skills to function
down societal prejudices, and who have informed the production of social justice, how to break

produce graduates who understand power and privilege, social justice, how to break

through to not include domestic diversity in the communitarian transformation. HIV are to

thought to not include domestic diversity in the communitarian transformation. HIV are to

higher education needs to rethink internationalization in the United States if it is

cultural movement that is already in place.

understanding. International education can be viewed as not replacing, but furthering a

multicultural education as we examine pedagogies and practices of multicultural learning and

movement of the past. In fact, much can be learned from domestic diversity efforts and

their campuses, domestic diversity and multicultural education cannot be disregarded as a

Internationalization of Higher Education 29


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education in the united States. In K. Cusmaer (Ed), International Perspectives on

Internationalization of Higher Education 34
A DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY

EXPERIENCE OF DIFFERENCE

1. DENTAL OF DIFFERENCE

The inability to construct cultural difference. Even elementary observation of differences in language, customs, beliefs, or dress is difficult. May be accompanied by attribution of deficiency or disadvantage to minority group.

2. DENIAL OF DIFFERENCE

The inability to construct cultural difference. Even elementary observation of differences in language, customs, beliefs, or dress is difficult. May be accompanied by attribution of deficiency or disadvantage to minority group.

3. DENIAL OF DIFFERENCE

The inability to construct cultural difference. Even elementary observation of differences in language, customs, beliefs, or dress is difficult. May be accompanied by attribution of deficiency or disadvantage to minority group.

4. DENIAL OF DIFFERENCE

The inability to construct cultural difference. Even elementary observation of differences in language, customs, beliefs, or dress is difficult. May be accompanied by attribution of deficiency or disadvantage to minority group.

ETHNOCENTRIC STAGES

DEVELOPMENT OF INTERCULTURAL SENSITIVITY

INTEGRATION

ACCESSION

ASSIMILATION

Isolation in homogeneous, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, 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non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-threatening, non-
Activities to Move Learners to Next Stage:

9. Acceptance/Value Reflection: Belief, values, and other general patterns of assigning "goodness" and "badness" to ways of being in the world, all exist in cultural contexts.
8. Acceptance/Behavioral Reflection: All behavior exists in cultural contexts. Ability to analyze complex interactions in cultural contexts.

The beginning of ability to interpret phenomena within contexts: Categories of difference are consciousness and appreciation of cultural differences in behavior and values; Acceptance of cultural differences as standard.

II. ACCEPTANCE OF DIFFERENCE

- Contrast their culture with other cultures through documented interactions.
- Explore values and beliefs of other cultural systems.
- Use learned, acculturated information in structured methods.

IV. MINIMIZATION/TRANSCENDENT UNIVERSALISM: Emphasis on communal values in human beings, regardless of cultural contexts.

5. Define/Revise/Teach to see another culture as superior while maintaining one's own.

3. Define/Revise/Teach: Only the poles are reversed.
4. Develop a core group of multicultural persons
   Provide instructional frameworks for constructing the multicultural identity
   Use individuals as on-site resource persons
   Activities to Move Learners to Next Stage:

   1. Integration/Constructive Reflection: Ability to use multiple cultural frames of reference in evaluating
      Participation in some events in a „multicultural reference group”, whose other means lies rather than cultural
      one culture. Ability to facilitate constructive conversation between cultures for others' self and for others.

   2. Integration/Constructive Reflection: Acceptance of an identity that is not primarily based in any
      preconceived or constructed „universal realism” in terms of cultural frames of reference in evaluating
      definition of identity that is „universal” in any particular culture: Seeking one's set in process.


   Use cultural information in instructional formats
   Prepare learners to understand their own development and to learn-how-to-learn autonomously

   Activities to Move Learners to Next Stage:

   1. Adaptation/Phenomenology: Information of more than one complete world view. Behavioral shifts
      completely into different frames without much conscious effort.

   2. Adaptation/Phenomenology: Ability to constructively shift perspective into attitude cultural world view
      Effective use of empathy, of frame of reference shifting, to understand and be understood across cultural
      boundaries.

   Integration of Difference. The development of communication skills that enable multicultural communication.
Table 284. Degrees in modern foreign languages and literatures conferred by degree-granting institutions, by level of degree and sex of student; selected years, 1949-50 through 2003-04

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelor's degrees</th>
<th>Master's degrees</th>
<th>Doctor's degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>11,886</td>
<td>4,719</td>
<td>1,030</td>
</tr>
<tr>
<td>2002-03</td>
<td>11,678</td>
<td>4,550</td>
<td>1,126</td>
</tr>
<tr>
<td>2001-02</td>
<td>12,051</td>
<td>4,690</td>
<td>1,153</td>
</tr>
<tr>
<td>2000-01</td>
<td>12,432</td>
<td>4,877</td>
<td>1,222</td>
</tr>
<tr>
<td>1999-00</td>
<td>12,814</td>
<td>5,072</td>
<td>1,323</td>
</tr>
<tr>
<td>1998-99</td>
<td>13,187</td>
<td>5,279</td>
<td>1,438</td>
</tr>
<tr>
<td>1997-98</td>
<td>13,553</td>
<td>5,493</td>
<td>1,570</td>
</tr>
<tr>
<td>1996-97</td>
<td>13,921</td>
<td>5,714</td>
<td>1,724</td>
</tr>
<tr>
<td>1995-96</td>
<td>14,288</td>
<td>5,943</td>
<td>1,896</td>
</tr>
<tr>
<td>1994-95</td>
<td>14,655</td>
<td>6,179</td>
<td>2,077</td>
</tr>
<tr>
<td>1993-94</td>
<td>15,022</td>
<td>6,421</td>
<td>2,271</td>
</tr>
<tr>
<td>1992-93</td>
<td>15,389</td>
<td>6,667</td>
<td>2,478</td>
</tr>
<tr>
<td>1991-92</td>
<td>15,756</td>
<td>6,914</td>
<td>2,690</td>
</tr>
<tr>
<td>1990-91</td>
<td>16,123</td>
<td>7,164</td>
<td>2,912</td>
</tr>
<tr>
<td>1989-90</td>
<td>16,490</td>
<td>7,417</td>
<td>3,142</td>
</tr>
<tr>
<td>1988-89</td>
<td>16,857</td>
<td>7,671</td>
<td>3,374</td>
</tr>
<tr>
<td>1987-88</td>
<td>17,224</td>
<td>7,926</td>
<td>3,607</td>
</tr>
<tr>
<td>1986-87</td>
<td>17,591</td>
<td>8,181</td>
<td>3,841</td>
</tr>
<tr>
<td>1985-86</td>
<td>17,958</td>
<td>8,435</td>
<td>4,076</td>
</tr>
<tr>
<td>1984-85</td>
<td>18,325</td>
<td>8,690</td>
<td>4,312</td>
</tr>
<tr>
<td>1983-84</td>
<td>18,692</td>
<td>8,944</td>
<td>4,548</td>
</tr>
<tr>
<td>1982-83</td>
<td>19,059</td>
<td>9,200</td>
<td>4,785</td>
</tr>
<tr>
<td>1981-82</td>
<td>19,426</td>
<td>9,454</td>
<td>5,022</td>
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<tr>
<td>1980-81</td>
<td>19,793</td>
<td>9,708</td>
<td>5,259</td>
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<tr>
<td>1979-80</td>
<td>20,160</td>
<td>9,962</td>
<td>5,497</td>
</tr>
</tbody>
</table>

Note: Data were implied using alternative procedures. (See guide to sources for detail.)
<table>
<thead>
<tr>
<th>Year</th>
<th>Degree Type</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected student characteristic</td>
<td>Percentage of 4th-graders</td>
<td>Percentage of 12th-graders</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td>At or above proficient</td>
<td>At or above proficient</td>
</tr>
<tr>
<td></td>
<td>client proficiency basic</td>
<td>client proficiency basic</td>
</tr>
<tr>
<td></td>
<td>all students</td>
<td>all students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td>30.4 (7.3)</td>
<td>30.4 (7.3)</td>
</tr>
<tr>
<td>Male</td>
<td>30.4 (7.3)</td>
<td>30.4 (7.3)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30.4 (7.3)</td>
<td>30.4 (7.3)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>30.4 (7.3)</td>
<td>30.4 (7.3)</td>
</tr>
<tr>
<td>Free/reduced price lunch</td>
<td>30.4 (7.3)</td>
<td>30.4 (7.3)</td>
</tr>
<tr>
<td>Eligible for special education</td>
<td>30.4 (7.3)</td>
<td>30.4 (7.3)</td>
</tr>
<tr>
<td>Not eligible for special education</td>
<td>30.4 (7.3)</td>
<td>30.4 (7.3)</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>30.4 (7.3)</td>
<td>30.4 (7.3)</td>
</tr>
<tr>
<td>South</td>
<td>30.4 (7.3)</td>
<td>30.4 (7.3)</td>
</tr>
<tr>
<td>West</td>
<td>30.4 (7.3)</td>
<td>30.4 (7.3)</td>
</tr>
<tr>
<td>Midwest</td>
<td>30.4 (7.3)</td>
<td>30.4 (7.3)</td>
</tr>
</tbody>
</table>
| SOURCE                          | U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). The Nation's Report Card: Geography 2001. (This table was prepared July 2002.)

Table 117. Percentage of students at or above selected geography proficiency levels, by grade level and selected student characteristics, 2001.
<table>
<thead>
<tr>
<th></th>
<th>18.2%</th>
<th>4.4%</th>
<th>776,161</th>
<th></th>
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<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>0.8%</td>
<td>14.8%</td>
<td>35,433</td>
<td>Native American</td>
</tr>
<tr>
<td>%</td>
<td>16%</td>
<td>18.1%</td>
<td>679,496</td>
<td>Black</td>
</tr>
<tr>
<td>%</td>
<td>16.2%</td>
<td>63.8%</td>
<td>689,554</td>
<td>Asian/Pacific Islander</td>
</tr>
<tr>
<td>%</td>
<td>48.8%</td>
<td>56.4%</td>
<td>7,074,667</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Increase</td>
<td></td>
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<tr>
<td>% Increase</td>
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</tbody>
</table>

Traditional College-Age Population, 2001 to 2015

The fastest growth will come from low-income youth who, in the past, frequently failed to complete high school, enroll in postsecondary education, or persist in college. Frequently failure of youth from low-income families persists.
Summary of Literature

Appendix E

Competencies

International/Intercultural
Extended Review of the Literature

- Communication skills, including the ability to use another language effectively and interact with people from other cultures
- Critical and creative thinking skills, including the ability to think creatively and solve problems
- Technology skills to enhance the ability of students to learn about the world
- Cognitive and research skills in mathematics and challenging situations
- Knowledge of global dynamics means comprehension of the hidden complexity of
- Increase one's understanding of another culture (Bonham),
- Potentially lead to additional skills to Knowledge of another language as a way to
- Economic, human rights, and population issues (ETS).
- Existence of the ETS includes awareness of such topics as trade agreements,
- Development and trends associated with world issues such as population growth,
- "Share of the Planet" awareness is understanding of prevailing world conditions.
- ETS, human rights, and population issues (ETS).
- Increased in the ETS includes awareness of such topics as trade agreements,
- Economic conditions, inter-country conflicts, and so forth (Hawley), The knowledge
- of geography, instruction and their processes, and economics (Carpenter and Keeler).
- Political knowledge includes knowledge of one's own political system, players, and
- author would welcome any additions.
- Please note that this is an outline that uses the variables included in the
- criteria for these sections. This is an outline that uses the variables included in the
- extended review of the literature.
- Knowledge of Global dynamics means comprehension of the hidden complexity of
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- of geography, instruction and their processes, and economics (Carpenter and Keeler).
- Political knowledge includes knowledge of one's own political system, players, and
- author would welcome any additions.
Knowledge of Self refers to understanding one's own culture and place. Also known as Personal Autonomy.

Cross-Cultural Awareness is an awareness of the diversity of ideas and practices found in the world (Hansey).

Knowledge Acquisition from a Multiple Perspective refers to knowledge selected to represent the variety of cultural, ideological, historical, and gender perspectives present in the world (Lamy).

Exploration of Worldviews is a review of the values, assumptions, priorities, and policy orientations that are used to interpret both public and private issues (Lamy).

Movement Toward Empathy is seeing others as they see themselves, given their conditions, values, and so forth (Hansey). It goes beyond sympathy (ethnocentric thinking to ethnocentric thinking) to a fuller view that focuses on the other instead of the self (Bemmet). Also reflected in the Concern Scale which is described in feelings of empathy and kinship with people from other nations and cultures (ETS, p. 136).

Ethnic Thinking (Mestenhauser) Intercultural Perspective Taking, or Allocentrism is the ability to take a multiplicity of perspectives.

Reflective Attitude is a reflection on the impact of decisions, choices, and behavior of self and others (Fantini).

Learning Attitude is a willingness to learn from others and engage others (Fantini). Also referred to as flexibility openness on Kelley and Meyers CCAI Scale (Kelley and Meyers), and is similar to Positive Orientation to Opportunities (Brislin) or Dynamic Learning (Dinges).

Tolerance for Ambiguity and Respect for Others (Fantini).

Personality Strength refers to well-developed self-esteem and positive self-concept (Brislin), similar to the idea of Integration, that is, a growing coherence and increased synthesis of personality.

Global Understanding aims to measure attitudes, such as interest about international developments, expression of empathy, feelings of kinship about others, and degree of comfort in foreign situations (ETS).
Enhanced or improved communication skills refers to the ability to communicate with a higher level of effectiveness and self-regulation of action.

Self-awareness and self-regulation refers to one's ability to monitor and control their thoughts and actions.

Good habits and effective action are related to the concept of self-awareness and self-regulation.

Successful outcomes in diverse settings include effective communication, negotiation, and collaboration.

Relevant and comprehensive skills include interpersonal, psychological, pedagogical, and technical skills.

Resilience is the ability to maintain a positive self-image, self-esteem, and confidence when managing stress and dealing with difficulties.

Skills for understanding are skills that enable students to analyze and evaluate information.

Critical Thinking Skills are similar to competitive Thinking Skills, in the ability to:

- Knowledge of meta-cognitive processes, rather than factual knowledge or adherence to laws.
- Question assumptions and conclusions made by others.
- Think critically about a perspective, conceptualize, and everyday situations

Phoneme-based communication means (FLS) the BRC[1] focus on phonological skills to include the phonological component of communication.

Second language proficiency Skills refer to the ability to use another language to communicate.

- Technical skills mean an enhanced capacity as consumers of information, also using

Skills