



From *International Student Engagement: Strategies for Creating Inclusive, Connected, and Purposeful Campus Environments*
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The following is an excerpt from the unedited manuscript.

Chapter 1

Recognizing and Addressing Cultural Diversity in the Classroom

Today, college classrooms are not only made up of an increasingly heterogeneous body of domestic students, but also an increasingly heterogeneous body of international students, whose differing demographics, backgrounds, learning styles, and cultural mindsets further diversify the classroom. The transnational migration of people, global media flows, and the force of new communication technologies have all become a palpable reality for international students in the U.S. university classroom today. Although global learning for many U.S. students takes place in the form of coursework with an international focus or participation in study abroad, for international students, the American classroom experience itself has become a form of global learning as they discover what it means to live, study, and engage with people from various cultural backgrounds and traditions.

In a survey of Canadian undergraduates, half of domestic undergraduates disagreed (33 percent) or were unsure (17 percent) whether the presence of international students in the classroom had enhanced their academic experience; only 14 percent strongly agreed with the

statement (Lambert & Usher, 2013). 34 percent reported that there were occasions when the presence of international students in the classroom hindered their learning (Lambert & Usher, 2013). These findings highlight the difficulty of creating inclusive classroom environments that support the learning and development of international and domestic students.

Deep learning requires sustained engagement with difference in a supportive and structured educational context. Often, encounters with difference occur by chance, where the connections among various courses and co-curricular activities could be more deliberate, connected, and pervasive across the student experience. Campuses must incorporate opportunities for students to encounter global learning at multiple points throughout college, and encounter it in ways that progressively engages them in more complex ways throughout their college experience.

The student narratives presented here confirm the importance of many of the factors that are frequently cited as key to promoting cultural variation in the classroom. These include the need to adapt to a classroom culture that is more informal, professors who ask questions and expect students to respond, and professors who can act as both experts and facilitators in class (Lipson, 2008). In contrast to classrooms characterized by respectful silence as a professor lectures, international students appear to adapt better and to achieve a quicker sense of belonging in discussion-filled classrooms characterized by a dynamic of constructive debate and disagreement. Interestingly enough, this is a style that often contradicts much of their previous classroom socialization.

When you have a lecture, you just sit on your chair and you just copy everything on the board and then you have to memorize it, but now, no, I mean, in the U.S.. It isn't enough. I need to read and sometimes I say that is my opinion. I need to read even more to

support my opinion so give you more opportunity and more interest and go to the library or go to different authors and try to find support of what did you think or your ideas.

(Graduate, Female from South America)

International students not only experience the shock that comes with being exposed to radically different teaching styles. They may also find the informal and casual way that their U.S. peers behave in classroom settings highly unexpected and even repellent.

I think that's – It's very disrespectful to the teacher for a student to eat in class.... Like one time I was in class and someone was bringing a sandwich and now there's everything and people are sitting and I'm like, "Is he serious? *He's eating a sandwich in class?*"

(Graduate, Female from Africa)

The student's disgust in this case is particularly striking. In classrooms in many countries around the world, students are expected to rise to their feet when a professor enters the room as well as to address instructors by their formal title. The notion that a student would think it appropriate to eat a cheeseburger during a serious lecture was literally experienced as abhorrent by the student we interviewed. Another student, too, commented on the "informality" of many American college students today:

The first day [of class] I was like, "Is that the university or a night club?" because you know – and I cannot even focus on what I was doing because I see, especially you know, girls dressing, their belly out, very short things. It's not that I'm against that, but it's new for me and it disturbed me a little bit. (Graduate, Male from Africa)

In interviews, international students described the lived experience of participating in class and the formative role that simple classroom encounters played in their own development. The central figures in orchestrating "encounters with difference that make a difference" are

professors that demonstrate a deep personal understanding of cultural variation in the classroom and create contexts that embrace that variation (O’Hara, 2009). International students tend to embrace the academic and disciplinary cultures of their American professors more readily than the informal, chaotic, and complex social cultures of their U.S. peers.

Based on our interviews, we discovered that professors provide international students with much more than academic support. Many provide essential emotional and social support, which enhances international students’ sense of belonging. Positive encounters with professors, although generally transitory, contributed to the development of international students’ resilience, expanded and diversified their social networks, and served as laboratories of democracy whereby international students were able to develop an independent voice, even when it contradicted mainstream class discussion. In our interviews, everyday encounters with professors – simple, taken-for-granted encounters – significantly shaped international students’ sense of belonging in the classroom:

Sometimes it’s embarrassing or feeling low if you don’t achieve in that subject and you’re falling behind classes. In the first or second semester, *I felt like, oh, my God, that’s too tough and you cannot do anything.* I approached [my professor], and he told me how to study and everything. (Undergraduate, Female from Southern Asia)

It is important to note here that the professor’s response emphasized the student’s strength and resilience:

He encouraged me, “It’s OK to have difficulties when you’re studying over here and courses.” He was of major help. I still meet him sometimes and say this is how it’s going on, I’m about to graduate and all that stuff. He advises me on how to go on further with a

job or if you want to do masters over here back. He has been important, crucial in my life. (Undergraduate, Female from Southern Asia)

As the previous quote illustrates, classrooms are important social environments because they provide a structured domain in which to have potentially meaningful interactions with U.S. peers. At their best, classrooms today are a “safe haven,” or a much-needed complement, to the chaotic informal, chaotic, and complex social cultures outside of class. Relationships developed through student-to-student interactions in the structured intellectual intensity of the classroom are thus a critical feature and indispensable benefit of classroom learning.

I never thought I would be capable of doing anything like this.... the people I'm surrounded by kind of made me realize how people have so much potential. I have a feeling with this program I'll always need to actually develop my potential and see what I can actually do. It's just amazing.... Yes, I was surprised by myself and I don't think that I would be able to do any of what I do without certain professors that basically approached me or somehow let me know that I'm good and I shouldn't be scared and I should go for it. For me, the most influential person in my life from all these professors is Dr. [Professor]. (Graduate, Female from Eastern Europe)

The purposeful organization of student cross-cultural interaction is another small, but significant intervention that can have profound effects on an international student's sense of belonging and inclusion in the academic environment. Another international student described the sinking feeling that she got one on the first day of class when her professor announced that students would sit at different places each class. She said:

I love talking in class and sharing my ideas with my classmates, and they'll listen to what they thought of a certain reading, for example. I think that's *a big step for me*. One of my

professors, Dr. [Professor], what he does is he makes us sit at different places every class so we get to talk to pretty much everybody in the class over the semester. At first everybody is like, “No, I don’t want to do that! That’s going to suck.” But then we really formed a cohesive group because of that. I love that. *It makes me, again, a lot more open.*

(Undergraduate, Female, Eastern Europe)

This simple yet intentional act on the part of her professor made it possible for the international student in question- and her classmates- to communicate with a far more diverse range of peers than she or they would have had the classroom not been structured for diversity.

The opportunity to engage in dialogue, discussion, and interaction with peers in the classroom arguably forms the core of their understanding of U.S. peers and even their understanding of the world at large. Dialogue, discussion, and interaction with peers are, therefore, central to what guides the development of a student’s global perspective – the disposition and the capacity to take into account multiple perspectives that contribute to the formation of an authentic sense of self and relates to others with openness and respect (see Braskamp, Braskamp, & Engberg, 2014; Merrill, Braskamp, & Braskamp, 2012). The intensity of classroom discussions, while at times stressful, is integral to its meaning, because it invites students to renegotiate their identity in more complex and deeply interconnected ways.

There is not one culture but there are cultures. You cannot judge any culture based on the standards of your own culture because you’ll be always wrong. Coming here then I could apply that concept... Most of [U.S. students] are more like...they try to be open minded, try to understand that you’re not coming from the same culture so they try to have an open mind about that issue and try to have an open mind about your opinion.

Some of them still have this what you’re saying is not right; this is how it should be done

and that's it; we're not trying to have a discussion here; you're wrong, I'm right kind of stuff. Most of the time people are more open-minded about it. *They more try to learn about your culture to what you're going to say than try to impose their culture on you and their point of views.* (Undergraduate, Male from Africa)

The connection between dialogue, identity, and self means that students, regardless of personal preference or choice, are continually faced with the need to renegotiate their social identity and perform that identity in front of others, sometimes reluctantly or unwillingly. The process of negotiating their identity, while difficult at times – even leading to tears – forges a sense of self that is more resilient and adaptable. As students reflected on their classroom experiences, they expressed a strong sense that they had become more open from these difficult encounters.

The group would look at you ... what are you talking about? I just didn't want to get that feeling so I would just let people talk, up to this year. This year I'm taking public speaking and you have to talk in front of the class, so, yeah. Now I do because I used to be really scared like when I'm in front of people, I just lost all my words. I don't know what to say and I just start crying... *When I'm talking to them, I just smile thinking back to when I just got here. I don't know why, but it just makes me feel, oh, I've done something.* (Undergraduate, Female from Africa)

International students' presence in the classroom is not in itself the creation of a global community that necessarily enhances global learning (Leask, 2013). The stories they shared demonstrate that there is no "neat global cosmopolitan dream" (Holliday, 2007, p. 15) and that the vernacular of the global village is much more complex as international students meet and mix with U.S. students.

Sometimes it hurts because when you're in this country, they want you to connect or you

have like become them. That's how I would say. If you don't do that, they just left you out. They will not come to try to join you or understand. So, sometimes it hurts, but sometimes I'm just like, well I'm here to study. If I don't make people, friends on campus, I can make friend outside of campus without an attitude. (Undergraduate, Female, Africa)

Language is often the first obstacle to developing supportive relationships with U.S. peers.

International students tend to feel they have few shared interests with their American classmates, so American students often remain on the periphery of an international student's social network.

In group work, collaborating with U.S. peers can be a reminder that meaningful friendships or relationships with U.S. peers are typically superficial. For example, one student described her exclusion from group-based project discussion once the topic moved to their assignment. She felt positioned as "the other" in her group, remaining silent, struggling to assert herself, and unable to contribute her knowledge towards the group project.

When there was a group project or something, you feel it - maybe there are five people in that group, you may be the only international, you know there may be like four other Americans, when we are talking about the project- we are, all of us are talking, but whenever we are doing work or something, they will be interacting with each other, but they won't interact with me, I didn't do anything, *I just kept quiet*. (Undergraduate, Female from Eastern Europe)

Unfortunately, some professors may view international students solely as students with language deficiencies, in need extra support, or – cynically – necessary but inconvenient revenue sources for the survival of their department's academic programs. This generates powerful dissonance between what international students imagined their university education would be like and the

behavior of some professors. Such encounters violate student expectations of being viewed as equals, and they constrict opportunities for international students to share their experiences and knowledge. Although this positioning marginalizes international students' potential contribution to classroom discussion, most students we interviewed actively resisted and disagreed with this positioning. The significant role of identity in the students' socialization and classroom experiences demonstrate the powerful link between micro, everyday interactions and larger, macro-level university cultures where forms of structural racism persists (Bonilla-Silva, 2010):

He think that you're coming from Africa, maybe you don't ... he may think that there is no university there so if you come directly for masters you may be dumb. You cannot understand anything, so it's just undermining all your abilities, all your capacities to be an efficient a student as others. (Graduate, Male from Africa)

Professors, while not directly legitimizing these discourses, do indirectly and even more powerfully reinforce them through omission in silence. Rather than being viewed as an equal within the classroom, this student continued by describing the significance of being overlooked during classroom introductions.

For instance in the first day he was giving opportunity to his students to tell their personal experience, where they come from, what they study, what they did in life before coming to the master program. *When it comes on me I just say my name and where I come from and then he moved to something else. I was shocked and I said I should speak even if you think my experience is not important, maybe I need to say like other students. There are many small things that -- but I just try to forget it but this one is kind of -- the last one that I was there, it was tough for me so I decide to drop the class at the middle and my advisor tried to convince me and I say no... That insulting for me. In other words, to say this is*

not your place. You don't deserve to be here. (Graduate, Male from Africa)

These first-person narratives highlight international students' agency and resilience in the context of learning environments that often clash with their prior educational socialization, as well as the limited understanding and perspectives of their U.S. peers. In talking about their experiences, international students weave multiple story lines of how they had developed and changed. Although international students are implicated in larger discourses involving intercultural relations of power and knowledge, students in their narratives identify most strongly through their stories of agency and resilience.

Overall, these narratives highlight how professors potentially provide critical emotional and social support, which enhances international students' sense of belonging. Professors' own sensitivity to cultural variation in their interpersonal encounters, in addition to inclusive classroom practices, create a supportive classroom environment for international students. To enhance capacity for such powerful learning contexts requires deep approaches to learning among faculty members, as the next example from Valparaiso University illustrates.

Deep Learning at Valparaiso University

Valparaiso University prides itself on its small school environment where personal interaction directly with professors is integral to the student experience. The small campus provides a calm, quiet environment in Northwestern Indiana just off the shore of Lake Michigan. This deeper approach to student learning is also reflected in how the university prepares faculty to teach the growing number international students on campus. Today, actively engaging international students and providing various types of support is central to maintaining the diversity that has characterized the University. For most of its 125-year history, Valpo recruited international

students through personal contacts and connections. In the last several years, however, new university-to-university partnerships and purposeful recruitment efforts have resulted in exponential growth in the number of international students on campus. International enrollment has grown from 244 in 2008 to approximately 600 students in 2013. As Chuck Schaefer, Chair of the International Studies Department, put it, “There has always been this global awareness emanating from Northwest Indiana. We have always had foreign students on campus, but we have seen a substantial increase in the number of international students.”

One of the signature experiences at University is the Valpo Core. The core provides a common experience to all incoming students and builds a sense of community that enlivens the academic climate for undergraduate learning. Valpo prepares all students, including international students, to actively participate in campus from their first day on campus. The warm, positive environment starts well before orientation and continues throughout the entire first year. In each Valpo Core course, professors from various fields create specialized courses that encourage cohorts of students to discuss major themes and ideas from human history. The Valpo Core not only stimulates student interest in study abroad; it is a key component of helping international students actively engage at the university.

Faculty members not only pay close attention to the content of the Valpo Core courses; they also pay close attention to the culture of learning these courses create. In the last several years, the institution has seen a large influx of students from China, the Middle East, and Africa. Valpo has worked to prepare faculty to engage international students in classroom learning in culturally sensitive ways. The faculty observed that often Chinese and Saudi students struggled to adapt their first year, particularly keeping up with the heavy reading load and norms of classroom discussion. This led the institution to adapt its Valpo Core initiative to gear courses

towards clusters of international students. This targeted approach creates culturally sensitive, purposeful pathways into the academic environment at the university.

Schaefer has dedicated himself to discovering ways to engage faculty in the internationalization of these important first year experiences. Schaefer, whose research interests involve “indigenous methods of peace, reconciliation and restorative justice in Ethiopia” has mapped his understanding of the politics of the diasporic Ethiopian community on to the dynamics of international student first year experiences. Strengthening and deepening the campus commitment to international students, in his words “takes a huge commitment from a faculty member.” Consequently, faculty development has been a core component of Valpo’s unshakable focus on creating pathways for international students’ academic success.

Like the international undergraduates he teaches, Schaefer was born and raised overseas and came to the U.S. when he turned 18. Although many universities develop initiatives that focus on helping international students adjust to learning in an American context, Valpo has approached this challenge from a different vantage point. The University encourages deep learning among faculty members in understanding today’s international students. Schaefer continued, “I really need to have a deep understanding of where students are coming from.” Rather than solely emphasizing the skills international students need to succeed in an American classroom, Valpo has also invested in opportunities for faculty to travel abroad to learn about the cultures of the international students they teach. Just last year, he traveled to Saudi Arabia, Iraq, UAE, and Oman to deepen his understanding of the cultural background of the Saudi students in his Valpo Core course. This direct, first-hand experience provided him a “deep, deep understanding of where students are coming from.”

Faculty members, like all human beings, learn and grow through active engagement in

direct, first person experiences. Valpo approaches faculty development, not merely as a series of units to cover in an hour-long workshop on engaging cultural variation in the classroom (as important as those are), but also through real world, face-to-face encounters in contexts of learning beyond the campus. Consequently, Valpo internationalizes the classroom, not just by infusing international content, but also by increasing the number of faculty exchanges abroad. Such exchanges purposefully deepen a faculty member's ability to develop culturally sensitive approaches to engaging international students from different regions of the world. Valpo's approach reflects the most current approaches to faculty development that emphasize faculty learning and professional growth. Valpo's dedication to professors' deep learning reflects a new approach to faculty work, one that views that of faculty members "primary work, personally and professionally, is to learn and grow" (O'Meara, Terosky, & Neumann, 2008, p. 178). This reverses the typical paradigm of "helping students adjust to the American classroom" with a paradigm that helps faculty learn and grow new sensitivities that allow them to fine tune their pedagogical approaches to the needs of a more globally diverse student population. Such deep learning among faculty requires an ongoing commitment of an institution to enrich faculty learning and professional growth.

This approach highlights the importance of deep knowledge and understanding of the particularities of the cultural backgrounds of today's more diverse international student population. Schaefer focuses on "creating a very safe environment" for incoming Saudi students in his Valpo Core course. Many students from the Middle East, for example, are unaccustomed to offering public criticisms of government, media, or religion. Students hesitate to share what same-country peers could perceive as criticism of Saudi culture or religion. Therefore, Schaefer spends several weeks building trust so students feel free to articulate views they might otherwise

hold back. By creating a safe environment, Schaefer's course allows students to listen slowly consider the ideas presented in class, then bring those ideas into informal discussions that occur naturally within the Saudi peer community outside-of-class (cf. Leask, 2009). Students talk over the readings amongst themselves and feel greater comfort in exchanging ideas and opinions.

Simply throwing students into a typical debate-style classroom discussion would quickly shut down such opportunities for meaningful dialogue. The first few weeks of Schaefer's class creates a space where it is safe for such discussion to take place. The culture of the learning environment is characterized by the development of trusting relationships and an in-depth ethnic and cultural understanding of students participating in the course. This approach necessitates a professor's finely tuned sensitivity navigating the complex social, economic, political, and interpersonal dynamics of particular students from particular cultures. Such a culturally sensitive approach matters deeply to students. Schaefer shared, "When you get to know them, and you talk to them, and you create a safe classroom environment in which they can speak, you find out that the students want to be engaged." Creating a safe space opens students to engage the tensions of their concrete lived experience: "They feel that they are sort of lucky and have to show some homage to King Abdullah, but in reality they also feel a great sense of discrimination and disenfranchisement."

Classroom Encounters With Difference That Make A Difference

College students engage a world that necessitates productive interactions with others who hold different worldviews and come from varied cultural traditions. One thing has been made clear in the past 20 years: simply increasing the number of international students is no guarantee of internationalized curriculum. More than ever, American students have the opportunity to interact

with people from varied cultural backgrounds. As the previous section illustrates, mere exposure to cultural difference in the classroom, however, is insufficient for attitude change, and may even entrench prejudice of U.S. students against other cultures.

The Global Perspective Inventory (GPI) emphasizes that social context, the social and psychological environment that students inhabit, is a key driver of student development (Braskamp & Engberg, 2011; Glass, 2012; Renn & Reason, 2012). The relationships that students create through classrooms interactions transcend national boundaries. Students come with diverse, complex, intersecting identities, not from monolithic cultural groups. It is this diversity of each student's particular social identity, including a wide variety of religious, cultural, social, ethnic, and national backgrounds that students engage in the classroom (Hovland, 2006). Without a social context that encourages interaction institutions will not be able to deliver on the promises made in terms of campus diversity and internationalization. International students' social relationships create a context for global learning, and classroom contexts that promote diverse interactions create new friendships and social relationships.

The GPI looks at high-impact global learning experiences, or what we call “encounters with difference that make a difference.” These experiences include multicultural courses that address issues of race, ethnicity, gender, class, religion, or sexual orientation; courses that include opportunities for intensive dialogue among students with different backgrounds and beliefs; study or education abroad programs; foreign language courses; world history courses; in courses with a focus on significant global and international issues or problems (see Braskamp, Braskamp, & Engberg, 2014; Merrill, Braskamp, & Braskamp, 2012).

Our research illustrates how the outcomes of “encounters with difference that make a difference” not only enhance a student's academic performance, but also enhance their sense of

community, promote high quality faculty student interactions, and develop more complex global perspective taking (Glass, Buus, & Braskamp, 2013). Our focus on high-impact practices attempts to identify those experiences that have a particularly positive impact on the learning and development of students towards their civic and professional roles and responsibilities in a global society.

A decade ago, a study based on the National Survey of Student Engagement (NSSE) found that international students were generally more engaged in high-impact educational experiences than their American counterparts, especially in their first year transition to college (Zhao, Kuh, & Carini, 2005). International students were also more likely to report a sense of academic challenge and more frequent faculty-student interactions. Moreover, the study found that international students reported greater gains with respect to their learning than their American peers. Engagement in diversity related activities correlated with the proportion of international students in the overall student population. Counter-intuitively however, as the number of international students increased, foreign students perceived their campus to be less supportive.

With the exception of this large-scale NSSE study, little research has been conducted on the relative degree of international student engagement in so-called high impact practices, despite substantial research of the effects of these practices on creating inclusive campus climates for all students, and ethnic minority students in particular, as well as learning and satisfaction with the college experience. Our comparisons of U.S. and international undergraduate student experiences reflect significant disparities in the quality of learning environments experienced by international and domestic students. The results of our analysis of undergraduate student data show both signs of encouragement and other signs of concern.

First, what is encouraging: For the most part, our data suggest that international students and U.S. students engage in inclusive educational practices with the same frequency. 85 percent of U.S. students and 80 percent of international students have taken at least one course focused on multicultural issues; 40 percent of both U.S. and international students have engaged in a service learning course; two thirds of both international and U.S. students have taken a course focused on global or international issues; and 70 percent of international students and 65 percent of U.S. students have been involved in courses that involve dialogue among students with diverse backgrounds and beliefs.

Although students may enroll in courses that involve high-impact, cross-cultural learning opportunities, this does not necessarily translate into sustained interaction across ethnicities and cultures. On average, American students who took just one or two courses that involve dialogue rated their frequency of interaction with international students as a rare, while U.S. students who have taken more than three dialogue courses are more likely to say they sometimes or often interact with students from other countries. This frequency matches international students who have taken one or even no discussion-based coursework. A similar pattern exists for multicultural courses and courses that involve global or international issues.

Our research shows that the same students who rate their campus climate as inclusive and diverse participate in only a handful of multicultural courses and rarely interact with students from other countries (Glass & Glass, 2014). In other words, the most common perception among undergraduates is that their campuses are inclusive and they themselves are open to ethnic diversity despite little actual engagement in multicultural courses and few actual cross-country interactions.

Although U.S. students reported more frequent occurrences of faculty challenging views,

discussing various perspectives, and engaging faculty about their academic performance, international students did not. On average, international students reported these interactions as only occurring sometimes. International students are much less likely to believe faculty have presented issues and problems in class from different cultural perspectives or have challenged their views during class (Glass, Buus, & Braskamp, 2013). Just over a quarter, 28 percent, of international students say faculty rarely or never present different perspectives. Only one-third of international students report faculty often or very often present different perspectives in the classroom. While almost half of U.S. students, 46 percent, report that faculty have challenged their views during class, 30 percent of international students report this occurs often or very often; about half report this sometimes occurs, and 20 percent believe it has rarely or never occurs. Chinese and South Korean students rated the quality of these interactions lower than their U.S. peers, and Saudi students rated the quality of these interactions as exceptionally low. Indian and Canadian undergraduates, in contrast, rated the quality of faculty-student interactions on par or even somewhat higher than their U.S. peers.

Enhancing classroom experiences for international students requires a comprehensive approach where global learning is deliberate, connected, and pervasive across the student experience. To create truly inclusive classroom environments, all students – both U.S. and international students – must engage in meaning global learning experiences at multiple points throughout college, as the example from Florida International University illustrates.

Collective Impact at Florida International University

In 2007, Florida International University (FIU) conducted a survey that revealed that, while the campus student body was diverse, the campus was not purposefully leveraging that diversity to

enhance student learning in the classroom. This stimulated campus leaders to use the Quality Enhancement Plan (QEP) as an opportunity to initiate a phased-in process where all students take a minimum of two classes infused with global learning outcomes. These courses are designed to help students develop the ability to view the world from multiple perspectives, attain knowledge of global interconnections, and foster a desire to address local and global issues through critical thinking and problem solving. The increased enrollment of international students often necessitates that universities adapt their institutional structures to better serve international students. FIU's efforts demonstrate how an institution also can foster deep cultural change that creates a more positive campus climate.

The scale and complexity of higher education often thwarts attempts to reform the curriculum. Faculty, administrators, staff, and students are diverse sets of stakeholders that must collectively adapt their everyday routines in order to create a campus culture that supports global learning. FIU embraced that complexity by engaging faculty in internationalizing the curriculum. Those leading the efforts realized that no single organization or committee, no matter who was involved, could act alone. Their ambitious mission to infuse global learning in the curriculum at every stage of undergraduate education involved a process that embraced social complexity. Dr. Hilary Landorf, the Director of the Office of Global Learning Initiatives and an Associate Professor in the College of Education, emphasized, "We endeavored to develop a network office rather than a hierarchy and to get everyone involved in creating and deciding what the learning outcomes were going to be."

Efforts to internationalize the curriculum at FIU have emphasized the key role of faculty members in leading the change. Landorf stressed, "It was our contention that in order for faculty to be able to teach the student learning outcomes, they themselves, and in fact, the university

itself, had to internalize the student learning outcomes.” Internationalizing the curriculum requires learning from all stakeholders, not just students. Similar to the innovative practices at Valparaiso University that we just highlighted, FIU emphasized faculty learning and professional growth through the first-person, direct experiences of faculty members reflecting on global learning within their own fields (O’Meara, et al., 2008). The University has done more than just “try to get faculty on board”; FIU’s approach recognizes that faculty in various fields and disciplines bring their own language and emphases in curricular internationalization.

Drawing on Landorf’s own interest in the connection between global learning and human capability development, the hallmark of the university’s approach to global learning has been a laser-like focus on creating the conditions for *collective impact*, the “commitment of a group of important actors from different social sectors to a common agenda for solving a specific social program” (Kania & Kramer, 2011, p. 36). Social innovators have applied this approach to alleviate large-scale problems from tackling student achievement in Cincinnati, to organizing stakeholders to restoring watersheds from decades of industrial pollution in Southern Virginia, to preventing childhood obesity in Massachusetts, to improving health care, nutrition, and education of farmers in the Republic of Côte d’Ivoire. Drawing on models of international development from Nobel Laureate economist Amartya Sen who authored *Development as Freedom*, a capabilities approach to international development, FIU’s approach to internationalizing the curriculum is a textbook case example of collective impact (Kania & Kramer, 2011, 2013).

Higher education has a plethora of network initiatives and partnering efforts. What distinguishes efforts that focus on collective impact are five conditions for success: “a centralized infrastructure, a dedicated staff, and a structured process that leads to a common

agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants” (Kania & Kramer, 2013, p. 1). Educational reform means “riding the waves of change” (Eckel, Green, & Hill, 1999, p. 28) in a process that creates these five conditions for success. Landorf believes, “Democratic deliberation was key, and collective impact resonated with how we approach this effort.”

FIU’s approach acknowledged that internationalization encompasses a diversity of approaches and interpretations depending on one’s discipline, field, or professional practice. The process was inclusive of this diversity. For example, some faculty may emphasize *international and comparative perspectives* where students learn about nation-states and/or world regions, including the historical, political, legal, geographic, and intellectual influences on nation-states, as well as comparative studies of organizations, structures, and societies, including cross-cultural perspectives on disciplinary knowledge. Other faculty may emphasize *critical thinking about global issues* where students learn quantitative reasoning, information literacy, and/or analytic writing skills applicable to understanding global processes that transcend national boundaries, including global media, labor markets, human rights, or environmental change. Faculty may emphasize *multicultural awareness* where students learn the influence of culture, religion, gender, race, ethnicity, and other factors on their identities and the identities of others, including issues of power, privilege, inequality, and inequity. Still other faculty members may emphasize *intercultural communication* where students learn to work effectively in cross-cultural groups and/or multicultural settings, including opportunities for international and intercultural experiences. Finally, faculty who teach a *foreign language* may emphasize the importance of proficiency in another language, including the structure, meaning, and influence of social, cultural, historical and political factors on language.

Collective impact “brings actors together and creates the rules of interaction that enable solutions to complex problems to emerge” (Kania & Kramer, 2011, p. 36). This approach to social and organizational change emphasizes five conditions that coexist and reinforce one another: a common agenda, shared measurement, mutually reinforcing activities, continuous communication, and backbone support. This approach to organizational change focuses on “creating effective rules for interaction” (Kania & Kramer, 2013, p. 4) as opposed to identifying predetermined solutions to implement. Here is how the collective impact approach played out at Florida International University:

The number of terms used to describe global learning ranges from global citizenship to cross-cultural awareness to intercultural competence. The sheer number of terms for “global learning” suggests that it is difficult to *frame a common agenda* among faculty from various disciplines. Rather than viewing this diversity as a challenge, the team leading curricular internationalization at FIU saw faculty engagement as key to enhancing global learning among its international and domestic students. From a collective impact perspective, a common agenda does not set the terms and definitions that will be in common. Instead, it frames *ways for stakeholders to interact* that enable the creation of a broad framework that embraces the inherent diversity of perspectives among faculty. As Stephanie Doscher, the Associate Director of the Office of Global Learning Initiatives, put it, “If one of our outcomes is the ability to view the world from multiple perspectives, there’s no better way to do that than to have a variety of people that see these outcomes from multiple perspectives in the same room at the same time.” Moreover, a common agenda did not spontaneously materialize. It took three years of dedicated persistent effort among stakeholders to identify a broad framework for learning that incorporated three student learning outcomes: global awareness, global perspective, and global engagement.

This framework for global learning allows the Office of Global Initiatives to continuously introduce the assessment matrix as a key tool in educational assessment.

Having forged a common agenda, FIU then identified ways to measure these three dimensions of global learning in the curriculum and co-curriculum. *Shared measurement* does not always imply the creation of new measures. In fact, FIU used the processes and procedures there were already set up at the University to measure progress towards its goal. The time invested in forging a common agenda allowed the measures to flow into existing processes at the University. The University developed holistic rubrics to measure students' global perspective. Rubrics help faculty discern the learning gains of undergraduates enrolled in the two required global learning courses as compared with students not exposed to these experiences. Moreover, the Office of Global Learning Initiatives provides faculty members with reports (if they request them) that help professors learn about the effectiveness of their own approaches to infusing global learning in their courses. It provides them with reliable data about student learning that helps faculty gauge the effectiveness of the interventions they design.

This flexibility is an inherent part of the third condition of collective impact: *mutually reinforcing activities*. Building on initial successes, an increasing number of faculty and co-curricular groups began to use the global learning outcomes, whether or not their courses carried the official global learning designation to see how their activities reinforced this common agenda. Stephanie Doscher underscored, "You have to change the culture of the university. We have to provide students multiple opportunities to engage with these outcomes... You cannot stop at one course. It has got to be a university-wide practice and it has got to be curricular and co-curricular if you really want to make a difference and you have got to involve a lot of faculty." FIU recognized the deeper cultural aspects that coincide with curricular change. All directors in

student affairs, for example, have also engaged the global learning outcomes and now are creating activities that develop global learning experiences that bridges in- and out-of-class learning.

Such a complex effort could not happen without *continuous and open communication* among the various stakeholders in organizational change efforts. Continuous communication builds a key asset in any type of educational reform: trust. Today, literally hundreds of faculty members are encouraged to think about infusing global awareness, perspectives, and engagement into their coursework.

Finally, sustainable change requires a *backbone organization* to help diverse stakeholders work together. In the case of this change effort, the Office of Global Learning Initiatives is the backbone organization. Over the several years, this office provided vision for the initiative, facilitated interaction among various stakeholders, advanced global learning as a priority, and secured funding from the University that ensured the initiative would continue. Without this backbone organization, faculty members would have never been brought together. There would have never been a shared approach to measurement. Simply put, collective impact is impossible without the support of a backbone organization. Doscher concluded, “The Office of Global Learning Initiatives in our University is the backbone organization that is apart from the stakeholder participants, but facilitates communication, assessment, sustains the initiative over the long term, brings stakeholders together to design and to implement different aspects of the initiative. We’re just that, we’re the backbone organization for our initiative.”

Conclusion

This chapter highlighted the role that classroom encounters play in the social and academic integration of international students. The campus examples from Valparaiso University and Florida International University highlighted how enhancing interactions among international student and domestic requires efforts to support faculty professional growth and make global learning more deliberate, connected, and pervasive across the student experience – for all students. Courses that invited international students to engage in dialogue, discussion, and interaction with peers enhance their sense of community, promote high quality faculty student interactions, and develop more complex perspectives. Although international students and U.S. students engage in inclusive educational practices with the same frequency; international students are much less likely to believe faculty have presented issues and problems in class from different cultural perspectives or have challenged their views during class. While most of the international students we interviewed recounted student-faculty interactions that created a sense of inclusion, negative experiences left lasting impressions. In the next chapter, we discuss co-curricular experiences that contribute to cross-cultural interaction and an enhanced sense of belongingness among international students, especially highlighting the important role of leadership programs in this process.

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