Chapter 5
Global Learning in American Higher Education: Strategies for Developing Global Citizens in an Era of Complex Interdependence

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In the global economy of the early twenty-first century, 'knowledge societies' —those that constantly develop new ideas, technologies, methods, products, and services—are crucial for future prosperity. In order to meet these challenges, institutions of higher education are seeking new ways to further connect their faculty, students, and outside communities in a strategic way where ideas flow, new initiatives blossom, flexibility abounds, and global reputations expand (Wood 2006, p. 1). Universities are developing deep-rooted entrepreneurial cultures that are international in scope, which in turn can ensure that the creation, transfer, and use of knowledge is ongoing and evolving.

But how does a university, with so many stakeholders, entrenched interests, and bureaucratic bottlenecks and constraints, develop an effective strategy of internationalization? What are some of the key factors that can help facilitate a more entrepreneurial culture in higher education that can foster global learning, and in turn allow universities to compete more effectively in an increasingly interconnected world?

This chapter will first define some of the key terms to help clarify the nexus between globalization of the world economy and internationalization of higher education. It goes on to identify some of the skills sets and competencies needed to produce globally competent college graduates, and then highlights some of the weaknesses and strengths of internationalization efforts in American higher education. A case study of Hawai'i Pacific University (HPU), a private university located in the middle of the Pacific, will help to illustrate some of the challenges and opportunities of internationalization efforts at an American university. The concluding section will summarize the key elements of successful internationalization in

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higher education. These include effective leadership to set the tone and provide a vision, a range of innovative curriculum and extra-curricular activities, faculty policies and opportunities, and a key role for international students, who can help broaden perspectives and redefine a campus community and ethos.

5.1 Globalization and Higher Education

The deepening interdependence of the world economy—a process defined in many circles as globalization—is having a profound impact on higher education around the world. Globalization makes clear that the boundaries between countries are distinctly permeable. As Thomas Friedman argued in his classic study, The Lexus and the Olive Tree, globalization is not just a phenomenon and not just a passing trend. It is the international system that replaced the Cold War system. Globalization is the integration of capital, technology, and information across national borders, in a way that is creating a single global market, and to some degree, a global village.

Like trade, technology, and financial markets, education, too, has become a global enterprise, as students and institutions worldwide regularly find opportunities outside their home countries. In the USA, over the past three decades there has seen intense discussion about the skill set and competencies that are needed to address the challenges of an increasingly interdependent world. The following quotes reflect some of the discussion on the importance of internationalizing US higher education:

- "Nothing less is at issue than the nation's security. At a time when the resurgent forces of nationalism and of ethnic and linguistic consciousness so directly affect global realities, the United States requires far more reliable capacities to communicate with its allies, analyze the behavior of potential adversaries, and earn the trust and the sympathies of the uncommitted. Yet, there is a widening gap between these trends and the American competence to understand and deal successfully with other people in a world in flux." (Perkins et al. 1979, pp. 1–2)
- "Things have changed. We live in a society that has fewer and fewer boundaries. (…) The United States is becoming a permanent multicultural society in which the world is us, not some distant backdrop against which the American drama is played out. (…) How shall we prepare for this sea change (…)? Surely one of the answers is that in our democratic society, meeting the challenge of increased internationalization must be everyone's responsibility." (Lampert 1989, p. 1)
- "A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce and informed citizenry. The U.S. education system, has, in recent years, placed little value on speaking languages other than English or on understanding cultures other than one's own." (O'Connell and Norwood 2007, p. 1)

Some definitions are needed to clarify what is meant by 'internationalization' in the realm of higher education, and how the related term of 'globalization' might be understood to mean many different things. International or Global Education is defined as learning opportunities that are designed to help students understand other cultures and nations, communicate across borders, and acquire an understanding of the cultural, social, and political systems of other countries and regions, and the global forces that are shaping the world. As such, a survey, course, program, or activity would be considered international or global if it primarily features perspectives, issues, or events from specific countries or areas outside the United States. It can also refer to those that transcend national boundaries.

The term internationalization, by contrast, refers to institutional efforts to integrate an international, global, and/or intercultural dimension into the teaching, research, or service functions of an institution. As we will see ahead, successful internationalization efforts require support and focus from a broad range of areas: not only in areas of curriculum and extra-curricular affairs, which are essential, but also in such areas as leadership, faculty policies and opportunities, and students.

Globalization has increased the volume, velocity, and importance of cross-border flows of just about everything—from drugs, e-mails, greenhouse gases, manufactured goods, and people to television and radio signals, viruses (virtual and real), and weapons. The term globalization encompasses a range of social, political, and economic changes. Some disciplines including anthropology or sociology focus on cultural changes of growing interconnectedness, such as the expansion of brands like Nike and McDonalds, and the increasing ease of travel. Other disciplines such as economics track the exchange of finances, goods and services through expanding global markets. Still other disciplines such as political science examine the role of international political institutions like the United Nations and the increasing power of transnational corporations.

While one can try to dissect each of these topics to measure the changes of globalization, they are woven together in a complex manner, making it difficult to summarize positive or negative effects. On the one hand, globalization creates new markets and wealth, even as it causes widespread suffering, disorder, and unrest. But it is both a source of repression and a catalyst for global movements of social justice and emancipation. Clearly, a full spectrum of views about the pros and cons of globalization exist, some praising, some disparaging. However, many observers believe that the ability to harness the good from globalization and avoid the bad lies in the cultivation of knowledge (see, for example, Robertson 1992; Friedman 1999; Wood 2006).

5.2   Skill Sets and Competencies Needed for an Interdependent World

If knowledge societies are the key to success in a globalizing world, exactly what kind of knowledge is needed? As globalization connects people through different means and in rapid ways, the new global economy requires a set of skills and

competencies that go beyond traditional training and education. The role of higher education is most apparent as universities and colleges are by and large the primary suppliers of globally competent individuals. What types of initiatives are successful higher education institutions doing to create an environment that nurtures promising individuals and helps to create such individuals? How are college and universities responding to the needs of students, faculty, and their communities such that each has the ability to prosper in an increasingly interconnected and globalized world? And do the leaders of such institutions possess a common body of thought, wisdom, or insights to help develop the skills and competencies needed for the twenty-first century?

In his study of 110 US institutions of higher education, drawn primarily from the Institute of International Education's (IIE) 2004 Open Doors Report, Wood (2006) found answers to many of these types of questions by discerning eight commonly shares perceptions of the "realities" of globalization and higher education. Each represents what leaders of US universities, in general, are thinking in terms of the internationalization of their institutions and communities. They include:

1. The internationalization of campus and community is both an opportunity and a challenge that must be dealt with today. University leaders understand and embrace this point and feel an urgency to deal with it. In effect, those in charge of programs, curricula, and initiatives are looking for solutions to the challenges of globalization.
2. Vision matters—an institution's buildings and infrastructure are only part of the success equation. A vision or philosophy transmitted from the highest levels of university leadership is essential, and should include enlightening and preparing, not just students, but the community as a whole.
3. Effective university leaders do not demand an embrace of the international arena at their institutions. What they do is establish broad policies and priorities related to innovate initiatives aimed at developing a global culture throughout their campus and community, and then let the creative entrepreneurs take over.
4. Exemplary international programs and initiatives succeed or fail based primarily on the dedication and capability of their faculty champions, or what might be termed their "creative entrepreneurs." This underscores the central and critical role of faculty to an institution's embrace of globalization. While many internationally-focused programs tended to have a clear vision of what they hoped to accomplish, along with solid backing from the president and other key leaders (as well as a dedicated and skilled support staff), it was a motivated, entrepreneurial faculty, more so than any other component, which drove international success.
5. Students are also central to the success of any university's attempt to internationalize its campus and community, and indeed, students are the primary reason why a university should embrace internationalization. This requires a concerted focus on both international students studying on campus and domestic students studying abroad.
6. Partnerships and alliances are critical components of international educational development and a global focus. This can include partnerships with local,

regional, national, or international communities, and can take many forms, such as links to local businesses, government agencies, non-profit organizations, private research organizations, and other educational institutions.

7. The organization behind a university's internationalization efforts appears to work best when it is both centralized and decentralized. Institutions with the most progressive and innovative approaches to their international programs, initiatives, and alliance had both centralized and decentralized dimensions: one on the one hand, a "one-stop" office for administering, advising, coordinating, implementing, and maintaining all international initiatives; on the other hand, most successful international programs were championed by a specific faculty (or individual) of a specific school, department, center, or other decentralized branch of the university.

8. Branding of the university in the international arena is a responsibility that all must understand and share. Most university leaders view their institutions as a brand, whose reputation (good or bad) is built primarily by the people that make up its entire of extended community, including creative faculty, loyal students, proud alumni, committed partners, and visionary administrators.

What emerges from Wood's study is a complex web of leadership and vision to facilitate the process, a crucial role for faculty as catalysts for change, strategic alliances with the outside communities, and ways of connecting students to innovative curriculum and co-curriculum programs.

5.3 Developing Global Citizens in the Middle of the Pacific: A Case Study of Global Learning at Hawai'i Pacific University

Many of the challenges and opportunities for internationalization in American higher education can be seen in a brief case study of Hawai'i Pacific University (HPU). HPU is the largest private university in the US state of Hawai'i, with an enrollment of approximately 8,500 students. Founded in 1965 as an independent, not-for-profit, coeducational, career-oriented secondary institution, HPU was in favorable position to carve out a niche as a more entrepreneurial private university, with a clear global focus in its student recruitment efforts and academic programs.

The university's mission and ethos are reflected in an established global learning community with a large international student body. The notion of "global citizenship" has been a vital part of the HPU conversation for many years. Commitment to sustaining an internationally diverse student community dates back to the early years of the school and a strategic priority to recruit students from around the world. When an Educational Effectiveness Planning Committee established in the late 1990s began its work, global citizenship was readily adopted and supported as one of the University's key strategic priorities. A mission statement followed that confirmed this priority:

> HPU is an international learning community set in the rich cultural context of Hawaii. Students from around the world join us for an American education built on a liberal arts foundation. Our innovative undergraduate and graduate programs anticipate the changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society.

The primary learning outcome defined for global citizenship was that students would participate in learning experiences that would enable them to create individual personal definitions of global citizenship—no university definition was desired or drafted. Over the past decade, many learning opportunities have been created or strengthened that build on the international diversity of the community and advance students' learning about being global citizens who can effectively relate to the emerging global interconnectedness of people, countries, businesses and commerce, social change, and so on.

As a parallel to the notion of global citizenship, the concept of 'global learning' emerged to describe the content, skills and abilities, and outcomes that are relevant for college graduates going out into the world. Global learning is fostered in a wide range of HPU learning experiences, including degree programs and curriculum initiatives, student organizations, and a range of community-based participatory initiatives. The university enrolls a substantial international student population, at times ranging from 15–25 % of the total student population, and coming from over 100 countries, the result of aggressive marketing and recruitment. This helps to foster a global learning environment in what is already the most ethnically diverse state in the country.

A number of curriculum initiatives have been fostered by HPU's participation in 'Shared Futures,' a multi-project national initiative of the Association of American Colleges and Universities (AAC&U). By building a network of educators dedicated to global learning and social responsibility, Shared Futures facilitates curricular change and faculty development on campuses nationwide. An online social network allows collaboration on course design and pedagogy, shared strategies for curricular renewal and globalization of general education, and a fluid, decentralized exchange of resources that opens new opportunities for partnership and learning.

One example of a successful initiative that came out of HPU's participation in the Shared Futures project was a series of Global Learning First-Year Seminars, small courses offered to entering undergraduate students which help foster connections to the local community, and linking those connections to larger global issues. The seminars are offered in a wide range of discipline areas within the general education core curriculum, and form the basis for cross-campus sharing of global perspectives. This in turn helps to break down the traditional disciplinary 'silos' such that cross-functional insights and ideas can be nurtured and brought to fruition. Since all First-Year Seminar instructors meet regularly to plan and coordinate activities linking the program, a biology instructor can find common ground with an anthropology instructor, and an English composition instructor might share insights with a history instructor to connect topics.

The Global Learning First-Year Seminars are further connected through additional curricular initiatives like a 'Viewpoints' film series or a 'Common Book' program that links and weaves through a common topic through all of the courses. These types of innovative curriculum initiatives provide faculty with greater motivation and creativity as they get to design special topics courses, build bridges across discipline areas, and feel a sense of ownership over new courses and materials.

Another valuable way HPU has been able to foster global learning is through its students, both a large cohort of international students as well as a mix of 'local' Hawaii-based or mainland domestic students. The university supports these students through dozens of internationally oriented student clubs and organizations. The majority of these are designed to promote cultural interactions among all HPU students and the local community.

The university also makes effective use of its location in an ethnically diverse population, recruiting students from abroad and from the US mainland to experience a distinctive cultural experience beyond their home country or state. Moreover, apart from studying in Hawaii—which in and of itself helps students develop cultural competencies given a diverse local population—students are encouraged to participate in student exchange programs at partner institutions throughout Asia, Europe, and Latin America. Student mobility is a vital part of any successful internationalization effort as students need to adapt well to new environments, learn to work with people across borders, and attain foreign-language skills to better understand culture and societies outside of their own.

The university also hosts an annual 'Intercultural Day' that brings students, faculty, and the local community in a 'melting pot' of cultural activity. The event gives students invaluable leadership skills to help organize the program and showcase the many cultures that come together. It also helps the university brand itself in the local community as a global learning environment. Educating for global citizenship and fostering a global learning environment not only broadens student awareness of the world and its people. It also gives graduates a competitive advantage at a time when the first job after completing a degree could be far from a student's country of origin.

A final area that was worked very well at HPU are numerous opportunities to link students to the local community through field trips and service-learning experiences that take students outside of the classroom. The downtown campus, adjacent to a rich historical area of the city and neighboring Chinatown, is a laboratory of history and culture, and students, even local ones, gain a better understanding of the local community and its rich and diverse heritage. Field trips to a wide range of cultural sites and local organizations can go a long way to connect students to the community. Examples might include an anthropology course that takes students to a homeless shelter, a geography course that does a walking tour of the historic district, or a writing course that interviews clients in social service agencies. Students benefit from getting outside of their comfort zones, and gain empathy, and better understanding of social forces.

5.4 Lessons of Internationalization in American Higher Education

The case of HPU illustrates four key factors for successful internationalization in higher education. These include

1. strong institutional support, including a visionary leadership committed, and willing to support campus-wide global learning initiatives;
2. academic programs and extracurricular activities that help foster a global perspective;
3. faculty policies and opportunities, allowing space for a bottom–up approach to internationalization efforts; and
4. student initiatives such as clubs and organizations to help promote cultural awareness and connections to the local community.

The past few decades have seen steady progress toward greater internationalization of American higher education, a process that is being accelerated by globalization of the world economy. While clear changes have taken place, a recent comprehensive study by the American Council on Education (ACE) reveals a mixed picture for internationalization efforts in US universities. The findings vary considerably by institutional type and show some important gains but also many weaknesses. A minority of institutions (less than 40 %) mention internationalization in their mission statements, include it in their strategic plans, or have formally assessed their internationalization efforts (only 30 %). The majority of institutions provide some administrative support for international programs and activities, but most do not have a full-time person to oversee or coordinate international programs or issues. Curriculum requirements do not play a central role in internationalization as fewer than 37 % of all institutions require a course with an international or global perspective as part of the general education curriculum. Slightly less than half (45 %) have an undergraduate foreign-language requirement for all or some students; few have such a requirement for all students (Green et al. 2008).

One growing trend, though still relatively small, is the scheme of offering dual degree programs. The ACE study found that 16 % of all institutions offered joint degree programs, with doctorate-granting institutions being the most likely to do so. The growth of these innovative dual degree schemes shows how institutions of higher learning around the globe are eager to find ways to embed internationalization efforts into the curriculum. Dual degree program schemes are difficult to initiate on their own, and in recent years many have benefitted from financial support from a joint initiative of the European Union and US. Department of Education's Atlantis Programme, which provides funding to help establish and develop linkages across the Atlantic. While the actual number of dual degree recipients may be relatively small, dual degree programs can help foster deeper linkages with faculty exchange and collaboration, and otherwise expand the number of international students on campus beyond traditional study abroad programs.

Successful internationalization in higher education institutions requires a broad-based approach, and as we have seen, is the result of many factors. Leadership is essential both in defining a clear mission and strategy, and in providing institutional support. It begins not only at the top with presidents, chancellors, rectors, or provosts, but with key top academic administrators who can connect a vision with concrete programs and resources, and who can motivate and coordinate faculty and staff in support of institutional goals.

Curriculum and extra-curricular programs need to effectively embed global learning into the academic and campus life. This can take the form of specialized courses, seminars, speaker forums or symposia that address global issues. It should also include support for student groups and cultural organizations that enrich the campus life and empower students to share their interests and enthusiasm.

Successful internationalization also involves faculty policies and opportunities that will harness the energies and vitality of faculty and help to link internationalization efforts directly to students. This includes support for international travel for faculty and faculty exchange initiatives that bring visiting scholars from abroad and/or send faculty to lecture, do research, or lead study tours abroad. And it also includes supporting creative champions, or faculty entrepreneurs, who often provide the impetus or demand for internationalization as faculty are increasingly connecting to wider ranging and global knowledge communities. They also recognize the impact global issues have on pedagogy and in developing skill sets and competencies for future leaders.

And lastly, successful internationalization also depends on the vital role of international students, both as short-term study abroad or exchange students, or as a key part of the student body. International students help to enrich the learning environment by offering a range of perspectives in a classroom setting, and help to diversify what is typically a homogenous student body. International students will also help to spark interest among students to seek out study abroad opportunities, and they also help establish lifelong relationships with home country students as social media and communication technologies now help to facilitate an ability to stay connected after they return home.

5.5 Weaknesses in Internationalization

Despite movement on many fronts, the uneven progress toward internationalization in US colleges and universities is also made clear from a number of weaknesses in internationalization efforts. Overall, internationalization does not appear to permeate the fabric of most institutions. It is not yet sufficiently deep, nor as widespread as it should be to prepare students to meet the challenges they are likely to face a in a more globalized economy. Specifically, weakness can be found in the fact that many institutions do not see internationalization as integral to their identity and few institutions have an internationalization strategy.

In many institutions, there is a gap between institutional rhetoric as espoused in mission statements and recruiting materials and reality. Too few institutions expose all of their students to global learning be requiring internationally or globally focused courses. The problem is especially clear in areas of foreign-language learning and study abroad. The majority of American universities do not require foreign-language study for admissions and there has been a decline in the proportion of institutions requiring foreign-language study for graduation. And while institutions are increasing options for study abroad offerings, the reality is that only a very small proportion of US students study abroad: according to the Institute of International Education (IIE), approximately 9.5 % of US undergraduates in 2009/10.

A final key indicator is that many campuses to not have adequate senior-level staff support for internationalization efforts. An effective strategy of internationalization requires support at the highest levels of administration, with the strongest institutions providing clear support in the form of an identifiable, high-ranking administration official, often in the form of a vice-provost, vice president, or dean of international affairs. Such a position can coordinate efforts across the institution and provide resources and strategic vision to carry out policy changes and program and curriculum development.

5.6 Strengths of Internationalization

These weaknesses notwithstanding, there are signs of strengths in internationalization efforts at US colleges and universities. Institutions are working more to infuse internationalization into student life, to support faculty work in areas of internationalization, and to increase administrative support for global learning. A high-quality education should not see global learning and/or internationalization as an add-on, but rather as an integral part of course content and pedagogy, research, and service. It requires sustained attention and leadership to help prepare students for the multicultural and global society of today and tomorrow. One valuable way to achieve this is to build on student interests and demographics. Many US institutions are making progress to meet the challenges of preparing students to live and work as active members of a global society. This is reflected in greater institutional support on several levels, more infusion of internationalization into student life, and greater use of technology as a resource for global learning.

There is greater emphasis than ever before on investment in the international capacities of faculty. Between 2001 and 2006, the study by ACE found more institutions funded faculty to teach at institutions abroad, paid for travel to conferences abroad, and supported faculty study or research abroad. More institutions have also offered opportunities for faculty to strengthen their foreign-language skills, and more sponsored workshops on internationalizing the curriculum to promote global learning initiatives.

Institutions are also increasing administrative support for internationalization, with a similar shift between 2001 and 2006 from a single office supporting internationalization to multiple offices. This suggests that institutions are engaging in more global learning activities and are responding to the need to support them. Most institutions have at least a half-time staff member devoted to international student services, international student recruiting, English as a Second Language programs, and study abroad. While this is a positive trend, in the absence of a chief international officer, the proliferation of offices staffed by part-time professionals may at the same time be contributing to fragmentation of internationalization efforts on many campuses, as many of these various offices often have limited contact with each other.

An area where there is clear evidence of greater internationalization, as noted in the case study of HPU and the Shared Futures initiative of the AAC&U, is in infusing global learning initiatives into student life. This includes a rise in programs designed to increase student appreciation for different cultures as well as bringing together students from the US with their peers from other countries. In general, colleges and universities are sponsoring more international fairs, buddy programs, and international meeting places and residence halls, trends that further embed global awareness directly into student life.

A final area where there has been positive growth is in the use of technology as a resource for internationalization. While anyone who has experienced it will note that there is no substitute for the personal experience of going abroad, technology offers excellent opportunities for students and faculty to interact with their colleagues and peers from other countries. Video-conferencing as well as audio-conferencing, email and social media now enable students to interact with professors from abroad and to engage in collaborative projects with students sitting in classrooms far away. With the cost of using technology decreasing every year and the quality improving, institutions are in a better position to take advantage of the opportunities afforded by technology.

In conclusion, the overall picture for internationalization in American universities appears to be mixed. Institutions of higher learning are often slow to change, but that very slowness can often be of great benefit, ensuring that an institution is not simply caught up in the frenzy of an educational fad. Internationalization and global learning are not a fad. They are a reality that requires nurturing and support, and ways to get embedded into the curriculum and ethos of institutions of higher learning.

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