

Preface

Students today live in a world of constant change and according to Fareed Zakaria (2011) in his book *The Post-American World 2.0*, a world of “great transformation” (p. 1) and a world requiring *A Whole New Mind* (Pink, 2005). There is strong evidence our geographical boundaries are rapidly dissipating with the increased pressures of globalization, leaving a lasting imprint on this country’s economic, foreign and domestic policy. One would be naïve to ignore the “flattening” of our world since the fall of the Berlin Wall (Friedman, 2007) and what we do within our educational systems at this point in our history, will determine our ability to meet these complex challenges. “All humans experience, grow, change and develop during their life along intellectual, social, interpersonal, emotional, physical and spiritual dimensions” (Braskamp, Braskamp, Merrill & Engberg, 2012, p. 2). Due to the “great transformation” noted by Zakaria above, “we no longer can think in terms of living in a world in which we can or should avoid learning, meeting, and living with others with very different and potentially conflicting cultural backgrounds, habits, perspectives, customs, religious beliefs and aspirations...we live in a global world” (p. 1). President Bush stated the following during International Education Week:

America’s leadership and national security rest on our commitment to educate and prepare our youth for active engagement in the international community. I call on schools, teachers, students, parents, and community leaders to promote understanding of our nations and cultures by encouraging our young people to participate in activities that increase their knowledge of and appreciation for global issues, languages, history, geography, literature and the arts of other countries. (2001)

OED authors stated “America’s continued global leadership will depend on our student’s abilities to interact with a world community both inside and outside our borders” (2006, p. 1). “Global citizens are global-minded people...who crave international experience and are passionate about living fulfilling lives” (Kruempelmann, 2002, p. 1). U.S. Department of Education Secretary, Arne Duncan at the Council of Foreign Relations (2010) “emphasiz[ed] the importance of a global approach to education. Noting the United States is experiencing both increased competition from and collaboration with other countries” (para. 4). While Michelle Obama in a graduation speech at Wayne State University, challenged the students:

As you push forward with your education, both inside and outside of the classroom, I want you all to consider this. Consider the wider world out there, too. And think about how you can engage broadly with other people and other cultures around the world, embracing your place as part of a big, powerful, young, global generation. (NAFSA: Association of National Educators, para. 2)

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Burstein (2007) describes the role of higher education is to graduate globally competent students and without this preparation students who graduate will be ill-prepared to become global citizens. The American Council on Education (1998) in their study titled *Educating for Global Competence American's Passport to the Future* reported “86% of corporations...will need managers and employees with greater international knowledge in the decade ahead” (p. 12) emphasizing that living successfully in a global world is to develop a global perspective and increase ones cultural competence. As educators, who believe students learn by doing, the action of acquiring cultural competence is fundamental to learning; the engagement of ourselves through social activity allows us to learn and broaden our experience. The global perceptions students’ hold of themselves and the world in which they are engaged, a world of 24/7 interconnectedness and global access, will shape their future success.

Global education leading to cultural competence is ongoing through interactions with an international student body, study abroad experiences or with technology in which students from different cultures are afforded the opportunity to exchange ideas. This text provides the reader with current research on increasing a student’s cultural competency in higher education.

Written by anthropologist Ray Scupin of Lindenwood University, *The Concept of Culture and Higher Education: An Anthropological Perspective* recognizes the focus higher education institutions currently have upon cultural competency, but Scupin says that the term “culture” is often misused in these contexts. Scupin argues for a more “nuanced” understanding of the word in order to more approach cultural competency. To make this argument, the chapter summarizes the history of the concept of culture throughout Western anthropology and states how the concept can be understood in the higher education setting today.

This chapter, *International Students in Higher Education: More Than a Fish Out of Water*, focuses on the role of international students in the internationalization of higher education. The author of this chapter, Kevin Martin of Virginia International University, suggests U.S. higher education institutions are not equipped for handling the growing number of international students. So, the chapter aims to ameliorate this problem by describing the challenges of international students and offering suggestions for how to better support this growing population.

Within the community college setting, the authors of *Engaging Inclusive Excellence: Creating a College with an Equity Mindset*, Sandoval-Lucero, White, Haynes, Phillips, Brame, and Sturtevant, from the Community College of Aurora, described actions to raise cultural awareness, increase cultural competence, and create an equity mindset. The chapter describes the efforts and processes followed by the researched community college to increase diversity in faculty and staff, to focus on equity in student outcomes, and to increase cultural competence of all college groups in order to achieve Inclusive Excellence. Thorough descriptions are provided about initial conversations concerning equity, commitment of community college leadership, the challenge of changing organizational culture, and the definition of inclusive excellence. The process of development and implementation of the Equity, Diversity, and Inclusion Council, along with its shift to a new model, and the responsibilities of the council is provided. Support for the college community was provided through professional development, assessment of the cultural climate, and development of the Inclusive Excellence Campaign. Continued maintenance and support of the Inclusive Excellence efforts by Human Resources, Employee Support, Academic Affairs, and further professional development is described in the chapter.

A diverse set of authors, Mueller, King, and Klar from the Lindenwood University in St. Charles, Missouri, shared their perspectives of teaching a student population, primarily White, about human diversity in their chapter, *Reframing White Privilege*. The chapter discusses the authors’ experiences, teaching techniques, and personal views. A discussion is provided on the concept of White Privilege,

instructional models for diversity education, and the process of reframing White Privilege through use of teaching technique and the raising of awareness. Each author follows with a personal view through her own respectively individual cultural lens, African American, White, and Indigenous.

A university professor, along with five former students, provides a discussion of the usefulness of the assigned self-reflection paper as a best practice activity in the promotion of cultural inclusion. Vaccaro and D'Alosio from the University of Rhode Island, Hoyt from Bridgewater State University, Chartelain from the Massachusetts College of Pharmacy and Health Sciences, Croft from Johnson and Wales University, and Stevens from Rhode Island College collaborated to prepare the chapter, *Developing Social Justice and Inclusion Competencies through Semi-Structured Reflection Papers*. A discussion of social justice and inclusion competencies expected of higher education professionals in student affairs roles is included. Components of the university course in which a self-reflection paper is assigned to students are a focus on increasing knowledge of learnings, with regard to social justice and inclusion competencies, engagement in deep self-reflection, and action planning. A description of and notation of differences between reflection paper assignments to students is noted. Doctoral students are assigned a social justice autobiography; master's students receive assignment and a cultural competency reflection of action plan paper. The chapter includes excerpts from five student papers, along with post-course reflections about social justice and inclusion. The social identities of the five students are: a working-class woman of color, a straight, middle-class White male, a White middle-class heterosexual female, a straight, middle-class, White woman, and a straight, lower-middle-class, White woman.

In *Civic Responsibility Development Among College Students: 'How Is It Different by Student Race?'* Kim from Azusa Pacific University, Carter from Geneva College, and Armstrong from Baylor University, explored the patterns and predictors of civic responsibility among University of California undergraduates. Results indicated Asian American students reported the lowest self-assessment of civic responsibility, among the ethnicities represented. In addition, different racial groups resulted in unique predictors of civic responsibility. Research questions considered for this study were: (1) How do students' levels of civic responsibility change during the college years? How are the changes different by student race? (2) What student background characteristics, precollege experiences, and college experiences contribute to civic responsibility development? (3) How do the contributing factors of civic responsibility development differ by student race? Recommendations and future research suggestions are included.

This chapter, *Addressing Cultural Diversity and Global Competence: The Dual Language Framework*, describes the development and implementation of The Dual Language Program at Regis University. With the goal of producing cultural awareness and global competency as well as supporting the growing Hispanic population, in 2011, Regis partnered with Ana G. Mendez University System to offer eight undergraduate degrees and four graduate degrees in both English and Spanish. Rell, Puig, Roll, Valles, Espinoza, and Duque share details about the Program including its structure, financial aid, recruiting and admissions, academic advising, faculty, learning resources, oversight and outcomes of the Program. The chapter presents one successful method of supporting and retaining Hispanic students.

Kennedy and McLaughlin from RMIT University, Australia, addressed challenges faced in higher education related to STEM education in their chapter, *Growing Global STEM Learning in Higher Education*. Global perspectives and cultural understandings will equip graduates' readiness in the areas of "global knowledge, universal work-readiness skills, and advanced multicultural understandings" (Kennedy & McLaughlin, p. 1). The team researched integration of a global competency approach to STEM learning and the use of industry mentors integrated into a multicultural group project into the university's Scientific Skills and Tools course. Outcomes examined in the research and reported in the

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chapter included effects on responses and attitudes towards working in cross-disciplinary multicultural groups, perceptions of preparation for the workforce, and attitudes towards global understanding and intercultural competency.

Driven by changing demographics within student populations, *The Need for Promoting and Developing Cultural Competency in Future Teachers* by Laffier, Petrarca, and Hughes from the University of Ontario Institute of Technology, Canada, includes discussion of the importance of developing cultural competency in future teachers. The authors provided a thorough discussion of cultural competency and its relation to the educational system and teacher preparation programs. An examination of coursework in a four-semester pre-service teacher program in Ontario included Digital Literacies, Human Development, Mental Health in Schools, and an educational Foundations series. Case studies are presented with regard to five approaches to development of cultural competency in the pre-service program: (1) integration of theme into core courses, (2) opportunities for self-reflection, (3) professional development through workshops, (4) experience through practicum, and (5) experience through community partnerships and projects.

In this chapter, Dixon, Gonzalez-Carriedo, and Dixon-Krauss share their knowledge about the development and implementation of an international student teaching exchange program between the University of North Texas and the University of Seville. In the rationale for the program, *The Implementation and Analysis of an International Student Teaching Program* addresses the increasingly diverse student demographics and the necessity of future teachers to be prepared for such an environment. The chapter goes on to discuss the practicalities and challenges of establishing and administering the Program, all pre-departure activities and the teacher education exchange process. Then, using transformative learning theory, the authors illustrate how the exchange program was, in fact, a transformative experience for students.

With regard to Chinese language teachers recruited to teach in U.S. schools, *Developing Intercultural Awareness within Teacher Preparation Program*, by Zhou and Austin. Zhou, from Savannah College of Art and Design, and Austin, from Auburn University at Montgomery, examine the cultural differences between the U.S. and China in classroom management, class communication, teaching styles and instructional strategies. Discussion is provided with regard to intercultural awareness and competence in cross-cultural teaching, the cultural differences in educational settings between China and the United States, and cross-cultural aspects of teaching of language, specific to Chinese. In addition, an intercultural competence model, utilized at the researched school were discussed, with regard to helping expatriate Chinese language teachers develop the capabilities to develop awareness of their own culture and major differences in comparison to the American culture, skills to make comparisons and connections between cultures, experiences to allow use of knowledge and skills in American classrooms, and skills in appropriate response to American teaching contexts.

Focusing on the importance of developing culturally competent future teachers, *Teacher Preparatory Programs & Culturally Responsive Teaching* by Raghunandan-Jack of Charter School Sector makes a case for culturally responsive teaching by outlining the history of cultural competence in education and discussing current strategies used in teacher education programs to develop cultural competence. The chapter also addresses a few key aspects of teacher training that promote cultural competence: multicultural courses, community immersion programs, and field experiences and student teaching. Raghunandan-Jack ends by offering a framework for teacher education programs, outlining how to create culturally competent future educators.

Developing a Practice of Cultural Awareness in Pre-Service Teachers by Promoting Positive Dialogue around Diversity, by Watson from Northeastern State University, examined strengths of a pre-service teacher preparation program with regard to diversity and implementation of early cultural conversation. The chapter seeks to provide the reader a description of a successful teacher-preparation program rich in cultural awareness, a strong literature review regarding practices of implementing cultural awareness programs, and reflection data generated by undergraduate pre-service teachers who received instruction in cultural awareness through use of critical conversations strategies.

In the chapter, *Multicultural Counseling Competencies: Why Is It Difficult to Apply What We Know...*, Wilson from Southern Illinois University Carbondale, Pitt and Raheem from California State University, Fresno, Acklin, from Southern Illinois University Carbondale, and Wilson, from North Lawndale Employment Network, examine a potential disconnect between the principles of social justice and multicultural counseling competencies and the potential lack of application of these two principles. The chapter also explores the reasons for the gap between the application of the two principles through use of both empirical and anecdotal evidence from past research. Additionally, the chapter provides scenarios, examples of application, and recommendations to improve the application of both the multicultural counseling and social justice principles in higher education.

In the chapter, *Academic ESP oral production: Moving forward towards local and global awareness*, García-Sánchez and Hernández-Guerra of Universidad de Las Palmas de Gran Canaria, Spain, present a relationship between global awareness, interconnection, and oral production. The researchers conducted a study of 162 ESP learners, from the undergraduates degrees of history and social work. The study was of group academic oral presentations and the findings of the study prove global competence and English speaking competence among the students.

Enhancing Global Competency of Future Construction Professionals by Begum Sertyesilisik of Istanbul Technical University offers insight into the construction industry, its relationship with globalization, and it argues higher education institutions need to prepare future construction professionals with global competency skills in order for the professionals to be successful in the international market. The chapter provides solutions and recommendations for higher education institutions to help future construction professionals. Additionally, the author describes a specific set of skills students need to be equipped with for success.

Based on the University of Tennessee's Ready for the World initiative, launched in 2006, McMillan and Ripley study the relationship between study abroad and student persistence to graduation. The chapter begins with a literature review of three categories: those who travel abroad, the benefits of study abroad, and how study abroad is related to student persistence and then moves to an analysis of survey data collected from 749 undergraduate students in their final year of study at the University of Tennessee. Additionally, *Persistence Profiles and Institutional Initiatives: Helping Students Become Ready for the World* provides insight on study abroad scholarship and funding as it relates to student persistence.

In *Can Higher Education Really Produce Global Citizens?: Self-identification and Architectures of Mobility*, David Starr-Glass of SUNY Empire State College challenges the idea of "global citizenship" among higher education institutions. The author prompts higher education leaders to go beyond simply having student mobility – both inbound and outbound – as proof of internationalization; instead, he suggests a further examination. The chapter provides solutions and recommendations, but global citizenship, according to Starr-Glass, requires students to reconsider their identities and their methods of self-categorization, which is an area that requires further research.

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In *Fostering Intercultural Identity during Study Abroad to Strengthen Intercultural Competence*, Sol, from Anglia Ruskin University, United Kingdom, provides a definition of and description of potential benefits of study abroad programs for college students. A thorough discussion of recent literature on study abroad is provided, which also presents barriers to optimizing the cultural experiences such programs offer. Intercultural identity and intercultural competence are defined and described, in relation to study abroad programs. The importance of identity negotiation and the potential use of guided intervention as a means of promoting meaningful intercultural engagement among study abroad students is discussed. The author discusses potential pedagogy for use as a guided intervention to help students understand their intercultural identity and to promote better global citizenship.

This book offers higher education faculty and administrator's current research on specific methods for student engagement in developing cultural competence. The challenge for all, within higher education, is to prepare students for success within an increasing global context. The editors hope this text provides new insight on what works and challenges others to continue searching for opportunities to increase a student's culture competence within the classroom and across the university setting.

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