



2011 Conference

At Home in the World: Lessons from the Field

Northern Michigan University Leading
Experiences to Integrate
Internationalization and Diversity

by

Marcelo Siles, PhD
Judith Puncochar, PhD

February 21, 2011

Competition & Collaboration in the Global Transformation of Higher Education

Location





2011 Conference

Demographics: Michigan

2000 Census Data

by Race/Ethnicity/Culture (9,938,444)

80.15% Caucasian (7,966,053)

14.21% African American (1,412,742)

3.26% Hispanic (323,877)

1.78% Asian (176,510)

0.59% Native American (58,479)

0.03% Native Hawaiian/Pacific Islander (2,692)

0.01% Other (1,909)



2011 Conference

Demographics: Upper Peninsula of Michigan 2000 Census Data by Race/Ethnicity/Culture (309,196)

90.61% Caucasian (280,159)

2.35% African American (7,267)

1.16% Hispanic (3,588)

0.68% Asian (2,111)

3.74% Native American (11,552)

1.46% Other (4,519)



2011 Conference

Demographics: Northern Michigan University

Fall 2010 NMU Student Enrollment
Self-report by Race/Ethnicity/Culture (9,417)

87.6% Caucasian (8,245)

4.4% Unknown (415)

2.9% Native American (275)

1.7% African American (163)

1.6% Multiracial (153)

1.0% Asian (95)

0.7% Hispanic (65)



American Council on Education Conference 2008

2011 Conference

Northern Michigan University Good Practice: Curricular Models for Bridging the Gap

Susan Koch, Provost/Vice-President, Academic Affairs

Marcelo Siles, Exec Director, International Programs

Ann Sherman, Director, Human Resources

Dave Bonsall, Director, Center for Student Enrichment

Judith Puncochar, Associate Professor, Education

Kenn Pitawanakwat, Anishinaabemowin Instructor

NMU's Roadmap to 2015 and Beyond

2011 Conference

1. [Innovation](#) (high tech/high touch)
2. [Meaningful lives](#)
3. [Campus attributes](#)
4. [Community engagement](#)



International Opportunities is one of three unique themes, including technology and NMU's location.

Integrate and promote global engagement and diversity learning experiences throughout the academic curriculum to recruit, retain, and grant degrees.

Promote a culture of openness, enhance opportunities, and strengthen the internationalization and diversity areas.

Leadership

President Leslie Wong charged the Ethnic and Cultural Diversity Committee to write an action plan placing **diversity as a core VALUE at NMU.**

Provost Susan Koch is committed to engaging the campus community in **discussions of values** associated with internationalization, multicultural education, and diversity.

Both leaders are committed to integrate internationalization with diversity.

Reporting Channels

Internationalization

- International Programs reports directly to the Provost
- The Committee of Internationalization is a subcommittee of the University Senate

Diversity

- Ethnic and Cultural Diversity Committee reports to the President
- Center of Native American Studies report to the Dean of Arts and Sciences
- Multicultural Education and Resource Center reports to the Dean of Students
- Committee W is a subcommittee of the University Senate



International Programs Office

2011 Conference

1. Study Abroad Programs
2. Recruitment Programs
3. Exchange Programs
4. International Visiting Scholars Series
5. International Performing Arts Series



2011 Conference

UNITED Conference

United Neighbors in the Experience of Diversity (UNITED) is Northern Michigan University's annual academic conference to affirm diversity as an important value at NMU.

UNITED 2010 hosted more than 60 sessions and 2,629 participants.

Internationalization is **embedded** in the seven tracks of UNITED.

UNITED in Diversity, Art, Film, Food, Music, Research, and Service

Superior Edge

- 1. Citizenship** – Become an engaged, involved citizen
- 2. Diversity** – Develop sensitivity and awareness of global and domestic diversity issues
- 3. Leadership** – Become a competent, ethical and effective leader
- 4. Real World** – Relate classroom theory to workplace practice in real-world settings

4 EDGES = SUPERIOR EDGE

Student enrichment transcript

Internationalization is embedded in the four tracks.



2011 Conference

Academic Curriculum

Liberal Studies Program has a **World Cultures** curricular requirement for all baccalaureate students

Learning outcomes include understanding and respecting social and cultural diversity and the complexity in a global context of distinct world views.

International Studies Program includes a Major and Minor

Center for Native American Studies offers a Minor in Native American Studies

School of Education offers a Master's in Educational Administration with an emphasis in American Indian Education



2011 Conference

Academic Service Learning

Academic service learning is a course-based, credit-bearing educational experience in which students participate in an organized service activity to meet identified community needs in Marquette, the Upper Peninsula, Michigan, USA, and other countries.

Marquette: Homework help in community centers, business webpage design, home repair, etc.

Upper Peninsula: Lake Superior Clean-up Efforts

Michigan: Student volunteers in the State government, student teaching

USA: Service programs in health, education, business, Habitat for Humanity, etc.

World: Service programs in Honduras, Belize, and India, student teaching

Lessons Learned

- Importance of collaborative efforts between Internationalization and Diversity
- Strong commitment by top university leaders includes financial support and clear focus on International and Diversity efforts
- University Infrastructure is in place to promote Internationalization and Diversity with faculty, students, and outreach efforts

Conclusion

We appreciate ACE efforts to promote bridging the gap between Internationalization and Diversity

Northern Michigan University is pleased to be a participant of ACE Programs.

For further information, please visit <http://www.nmu.edu>



2011 Conference

At Home in the World: Lessons from the Field



Association of International Education Administrators
2011 Annual Meeting
Monday, February 21

Competition & Collaboration in the Global Transformation of Higher Education



2011 Conference

Session Panelists

Gil Latz

Vice Provost for International Affairs &
Professor of Geography and International
Studies, Portland State University

Marcelo Siles

Executive Director, International Programs
Northern Michigan University

Jarred Butto

Senior Program Specialist for International Initiative
American Council on Education



Rationale for Collaboration

2011 Conference

Why Engage in this Work?

- To better understand our changing world order
- To equip a more diverse group of students with skills and knowledge to thrive in a global environment
- To improve instruction and advance student learning
- To address difficult social issues within the institutional or broader community context

ACE At Home in the World Initiative: Conceptual Framework

ACE's Point of View:

- Internationalization and diversity/multicultural education are not the same and one should not be subsumed into the other
- However, neither area is complete without consideration of what the other brings to bear
- Significant common ground and goals exist between these two distinct areas and they are well suited for collaboration

History of the ACE Initiative

- Ford Foundation funded Global Learning for All project
 - (2003-05 Phase 1; 2005-07 Phase 2)
- 2008 Bridging the Gap Symposium: Cultivating Collaboration between Internationalization and Multicultural Education
- 2009 At Home in the World Institute: Educating for Global Connections and Local Commitments
- 2010 ACE study on the development of synergistic programming

Purpose of the Study

To explore the process through which institutions have made progress in facilitating collaboration between diversity/multicultural education and internationalization

15 Semi-structured Institutional Interviews to address the following research questions:

- From what context is collaborative work between diversity/multicultural education and internationalization begun on campuses?
- What is the process by which an institution moves from conceptualization to implementation of collaborative work between diversity/multicultural education and internationalization?
- What are the key strategies employed by institutions to frame and advance collaborative work between diversity/multicultural education and internationalization?

Findings

Campus Context:

- **Senior Leadership**
 - Charge, mandate, and commitment to explore collaborative programming
 - Strong, visible, and clearly articulated support
- **Strategic Planning Process**
 - Institutions poised and prepared for change
 - Collaborative programming institutionalized across all functions of campus (teaching, service, and research)

Findings

From Conceptualization to Implementation:

- Allocation of Time
 - Development of collaborative culture is a change process that occurs incrementally over an extended period of time
 - Series of skillfully facilitated, complex campus-wide discussions
- Commitment from the Campus Community
 - Generation of buy-in across campus
 - Balance between strong support from the top and a culture that incentivizes innovation, ownership, and engagement of faculty and administrators

Implications

- Leadership must be committed to the development of collaborative practices
- Time is needed: to facilitate group learning about differences and commonalities, to adequately address tensions and concerns, and to develop and implement programming
- There is a need for the development of student, faculty, and staff awareness of, and appreciation for the diverse perspectives and work of colleagues from across campus

Next Steps

Three Year Demonstration Project Funded by the Henry Luce Foundation

- ACE will work with a small learning community of 8 institutions identified via a competitive application process to:
 - Launch and facilitate a series of campus conversations to explore collaborative programming
 - Identify a set of shared institutional and student learning goals
 - Create an action plan for the achieving goals
 - Implement and evaluate the effectiveness of at least one jointly planned action item
- Models of good practice and lessons learned will be disseminated to the wider higher education community through a culminating project event in Washington, online and/or print publications, and presentations at conferences geared toward audiences of CIOs, CDOs, and other senior institutional leaders
- **Application process to open in late April or early May**

Thank you for your time and attention



Please feel free to contact me for
further information at:

jarred_butto@ace.nche.edu

202-939-9453



2011 Conference

At Home in the World: Lessons from the Field

Portland State University's Learning Goals, Unit-planning and Course Implementation for Intercultural Competence

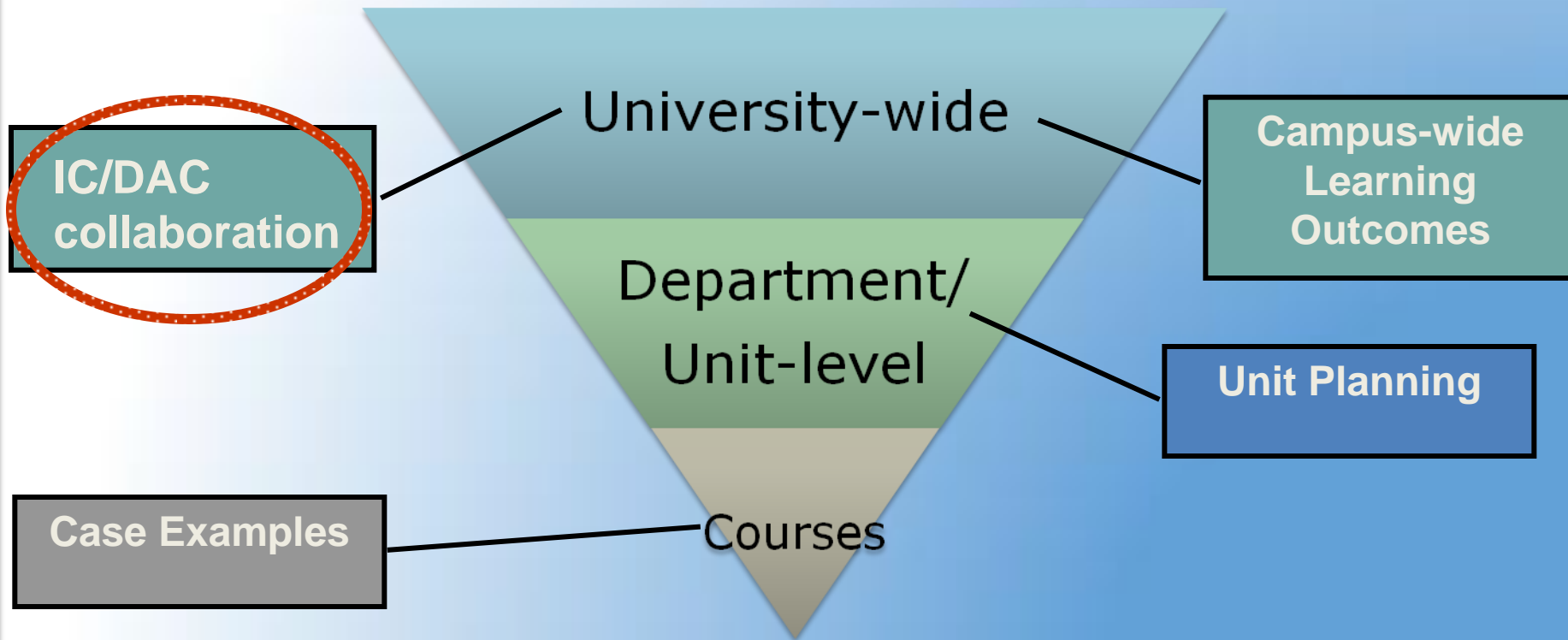
**Gil Latz, Vice Provost for International Affairs
Professor of Geography and International Studies**

**Masami Nishishiba, Assistant Professor
Mark O. Hatfield School of Government
Portland State University**

**AIEA Annual Meeting, February 21, 2011
Competition & Collaboration in the Global Transformation of Higher Education**



Promoting Intercultural Competence





2011 Conference

Two threads in institutional commitment for promoting intercultural competence

➤ Diversity/Multicultural education

- 1999 Campus climate survey
- 2000 Diversity Action Council (DAC) formed
- 2006 Office of President's Diversity Initiative (OPDI) established.
- 2007 Diversity initiative institutionalized and Office of Diversity and Equity (ODE) established

➤ Internationalization

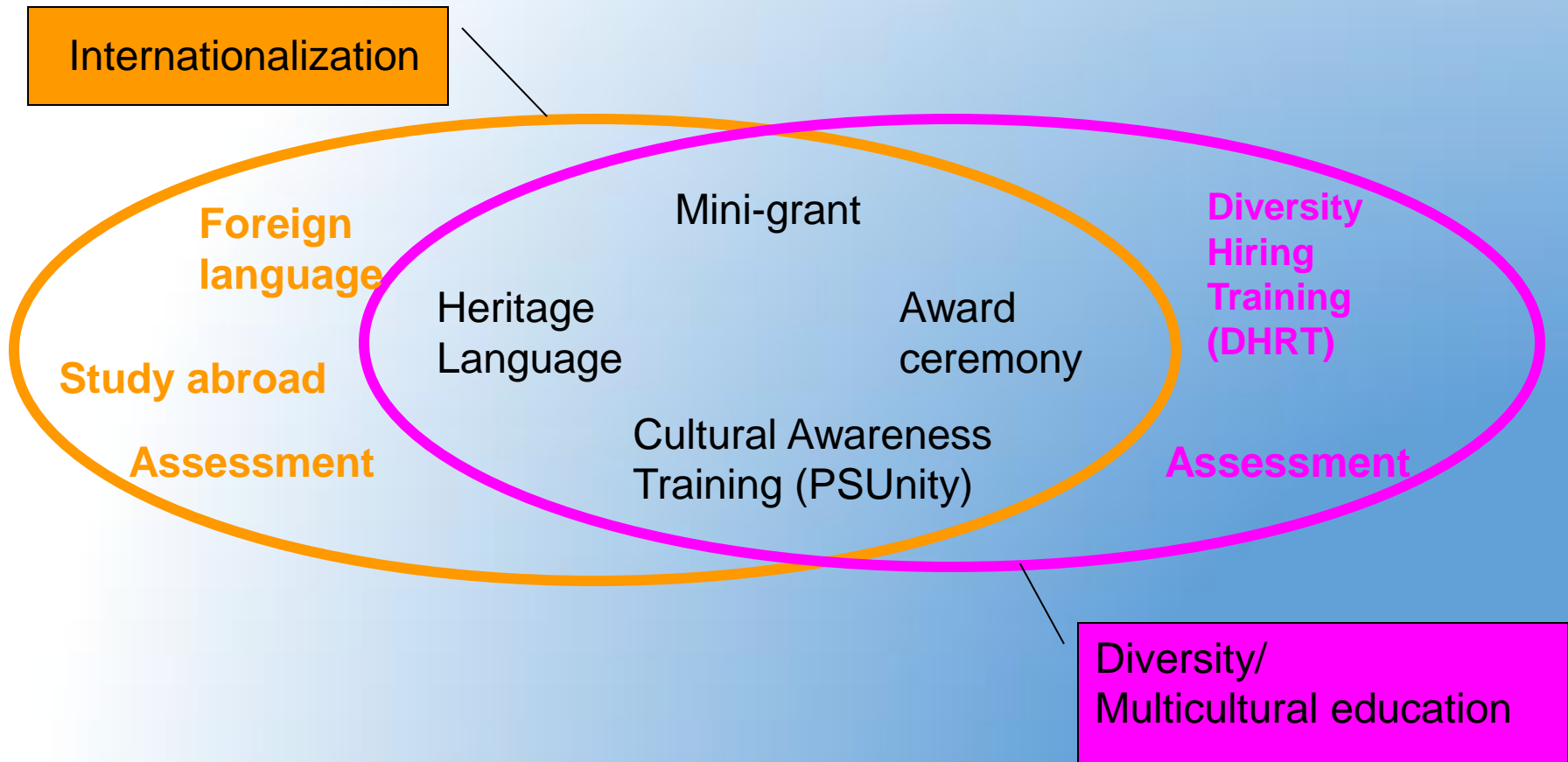
- 2002 President's internationalization initiative
- 2002 Internationalization Action Council (IAC) formed
- 2007 Institutionalize "initiative": IAC become Internationalization Council (Standing administrative committee)

Internationalization Council (IC) / Diversity Action Council (DAC)

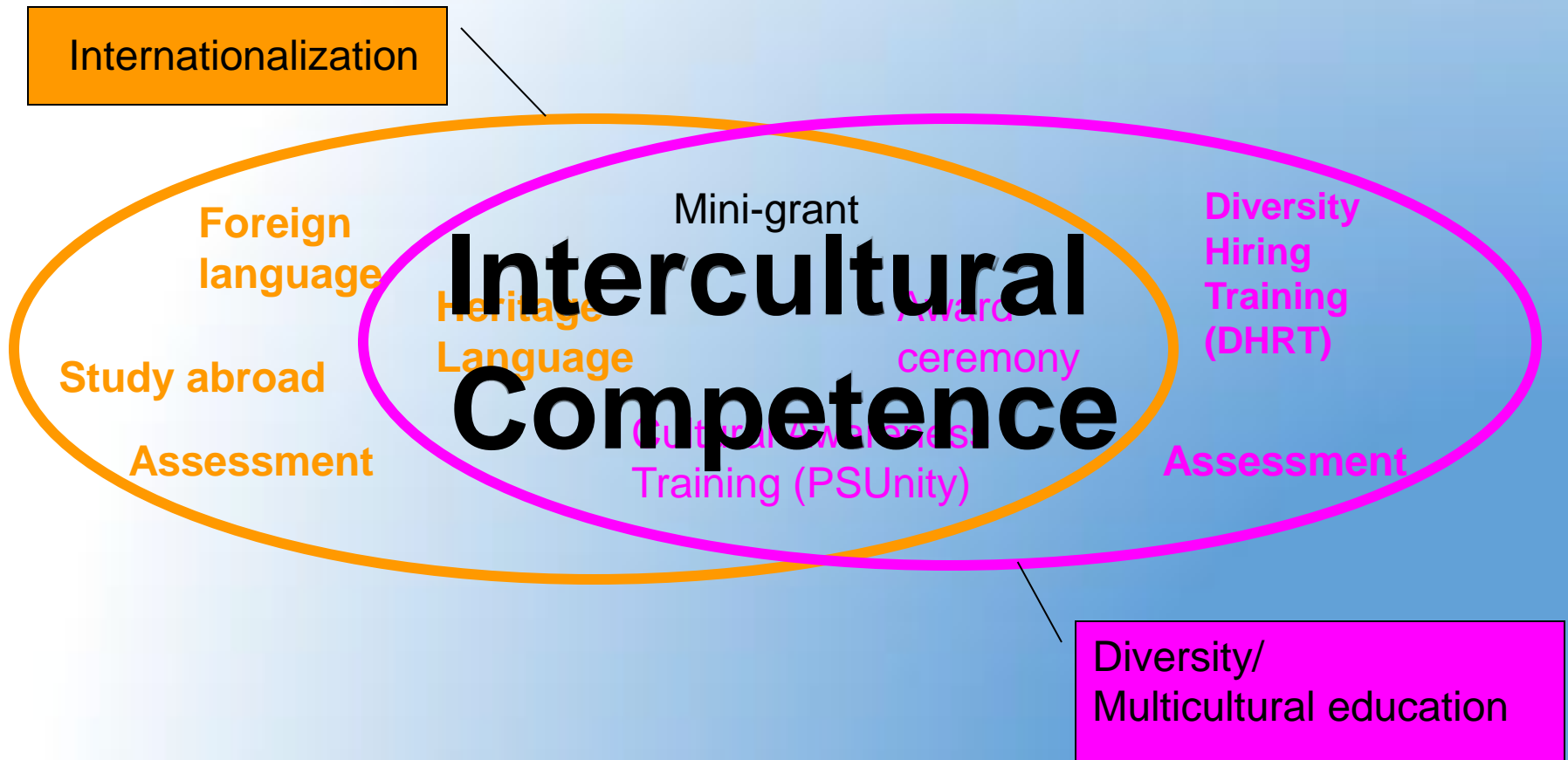
- Resource competition: “Glossy brochure” vs. “Award Ceremony”
- 2001~2002 DAC’s concern on ‘diluting’ the emphasis on historically oppressed groups
- IC/DAC overlapping membership
- 2009~2010 DAC priority: Collaboration with IC



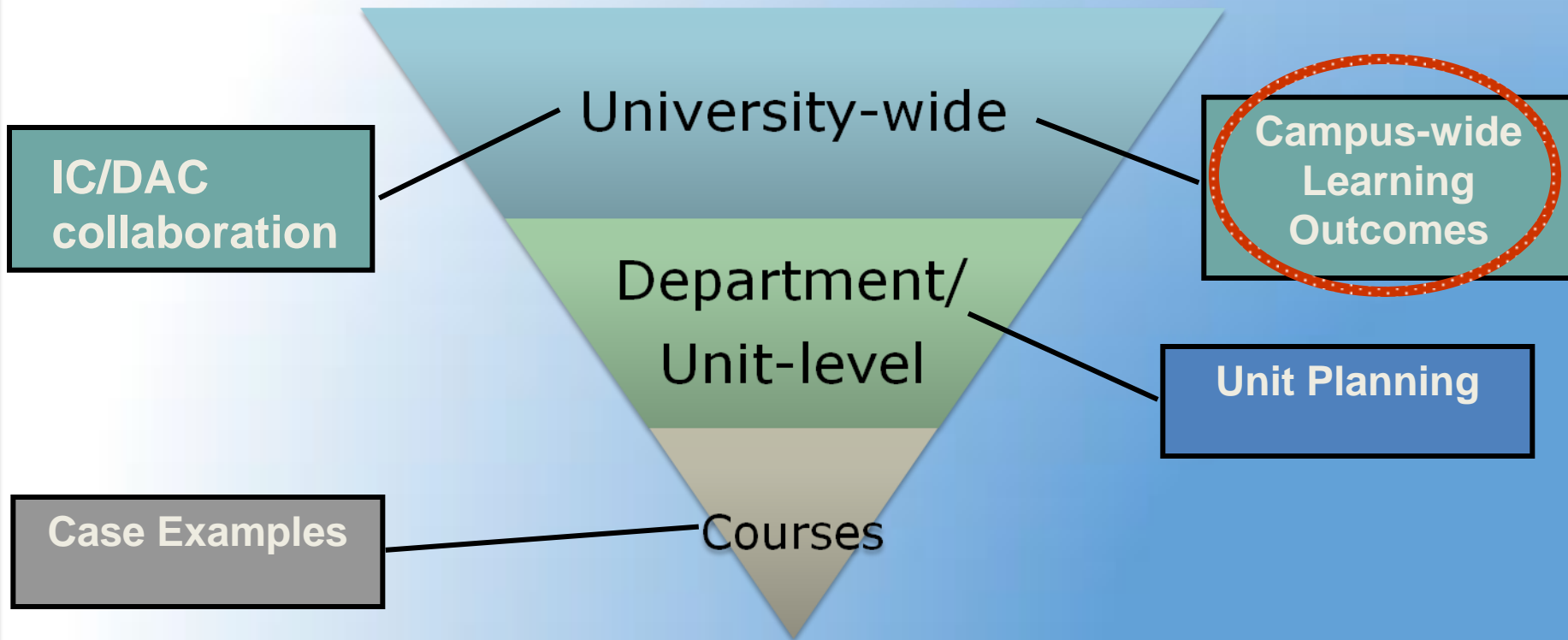
Overlap in internationalization / diversity effort



Overlap in internationalization / diversity effort



Promoting Intercultural Competence



Campus-wide Learning Outcomes

➤ **Background**

- University Studies (General Education) Goals
- 2007 Institutional Assessment Initiative to develop campus-wide learning outcomes
- 2009 Faculty senate approved Campus-wide Learning Outcomes



Campus-wide Learning Outcomes

University Studies Goals

1. Inquiry and critical thinking
2. Communication
- 3. The diversity of human experience**
4. Ethics and social responsibility

Campus-wide Learning Outcomes

1. Disciplinary and/or professional expertise
2. Creative and critical thinking
3. Communication
- 4. Diversity**
5. Ethics and social responsibility
- 6. Internationalization**
7. Engagement
8. Sustainability



2011 Conference

Campus-wide Learning Outcomes

University Studies Goals

The diversity of human experience

“Students will enhance their appreciation for and understanding of the rich complexity of **the human experience** through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.”

Campus-wide Learning Outcomes

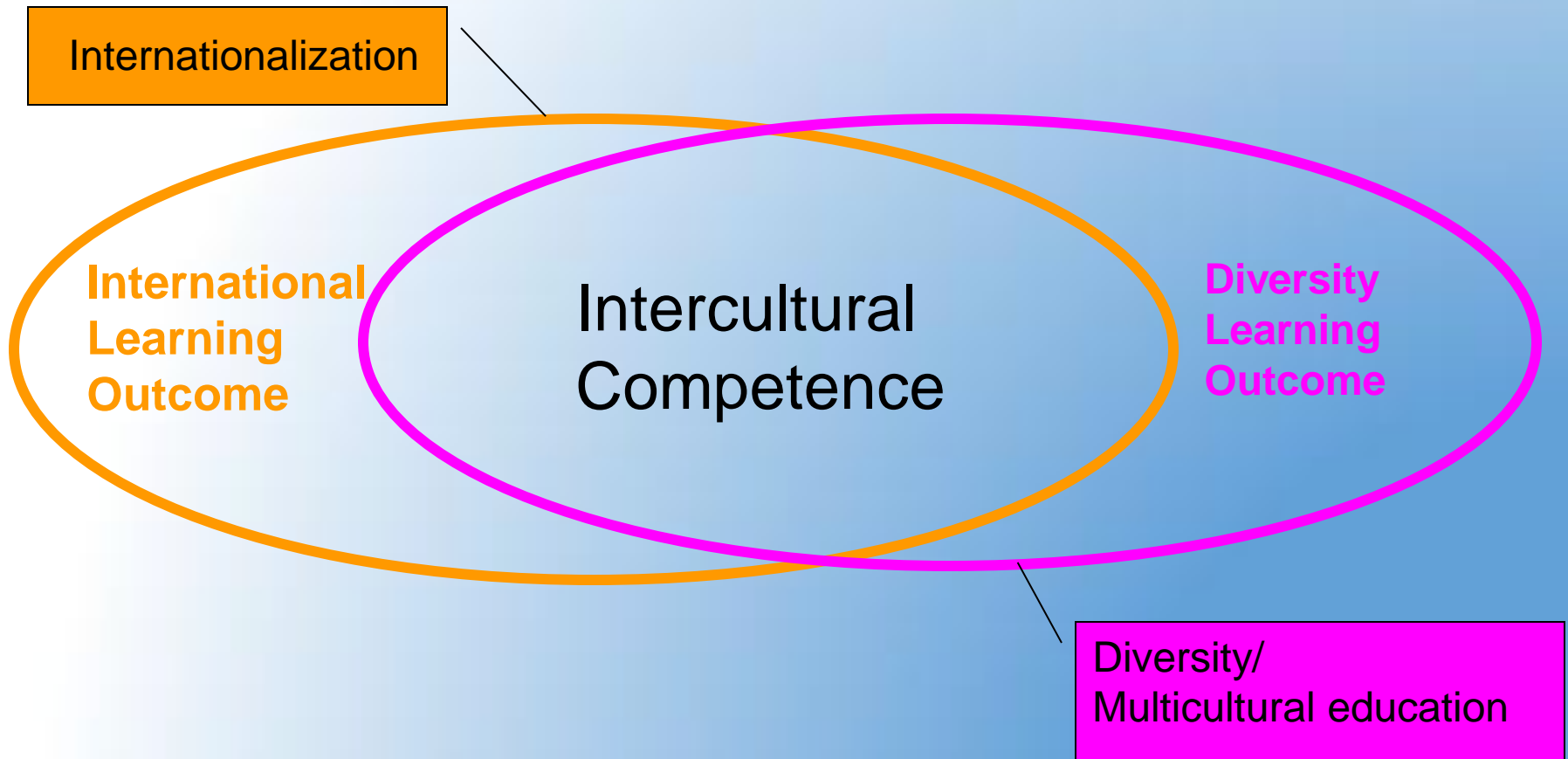
Diversity

“Students will recognize and understand rich and complex ways that **group and individual inequalities and interactions impact self and society.**”

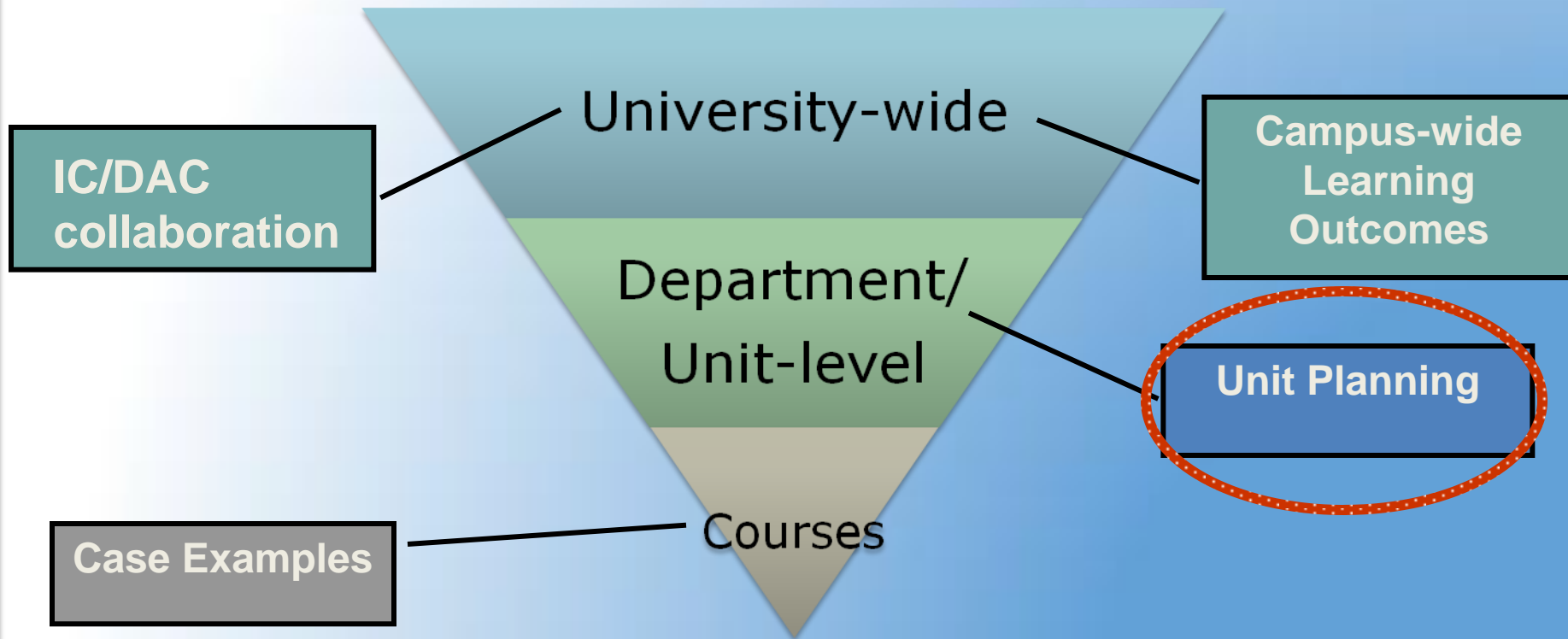
Internationalization

“Students will understand the richness and challenge of **world cultures, the effects of globalization, and develop the skill and attitudes to function as ‘global citizens’.**”

Overlap in internationalization / diversity learning outcome



Promoting Intercultural Competence





Unit Planning

2011 Conference

	Critical thinking	Communication	Ethics & Social Responsibility	Diversity	Internationalization	Sustainability	Engagement
PA311 Intro to Civic Ldrshp	2	2	3	2	0	2	3
PA415 Civic Ldrshp Seminar	3	2	3	2	2	2	3
PA411 Foundation of Citizenship	2	1	3	3	2	0	3
PA412 Civic Eng. Role of gov institutions	2	2	3	2	1	1	3
PA413 Civic Eng. Role of ind.	2	2	3	3	1	1	3
PA414 Civic Eng. Role of social Inst.	2	2	3	2	1	1	3

0= this outcome is not addressed in this course, 1= students are introduced to concepts related to this outcome, 2=students are given opportunities to practice using knowledge, skills, attitudes related to this outcome, 3=students learn to integrate and synthesize in the area of this outcome, it represents a major theme of the course

Competition & Collaboration in the Global Transformation of Higher Education

Unit Planning

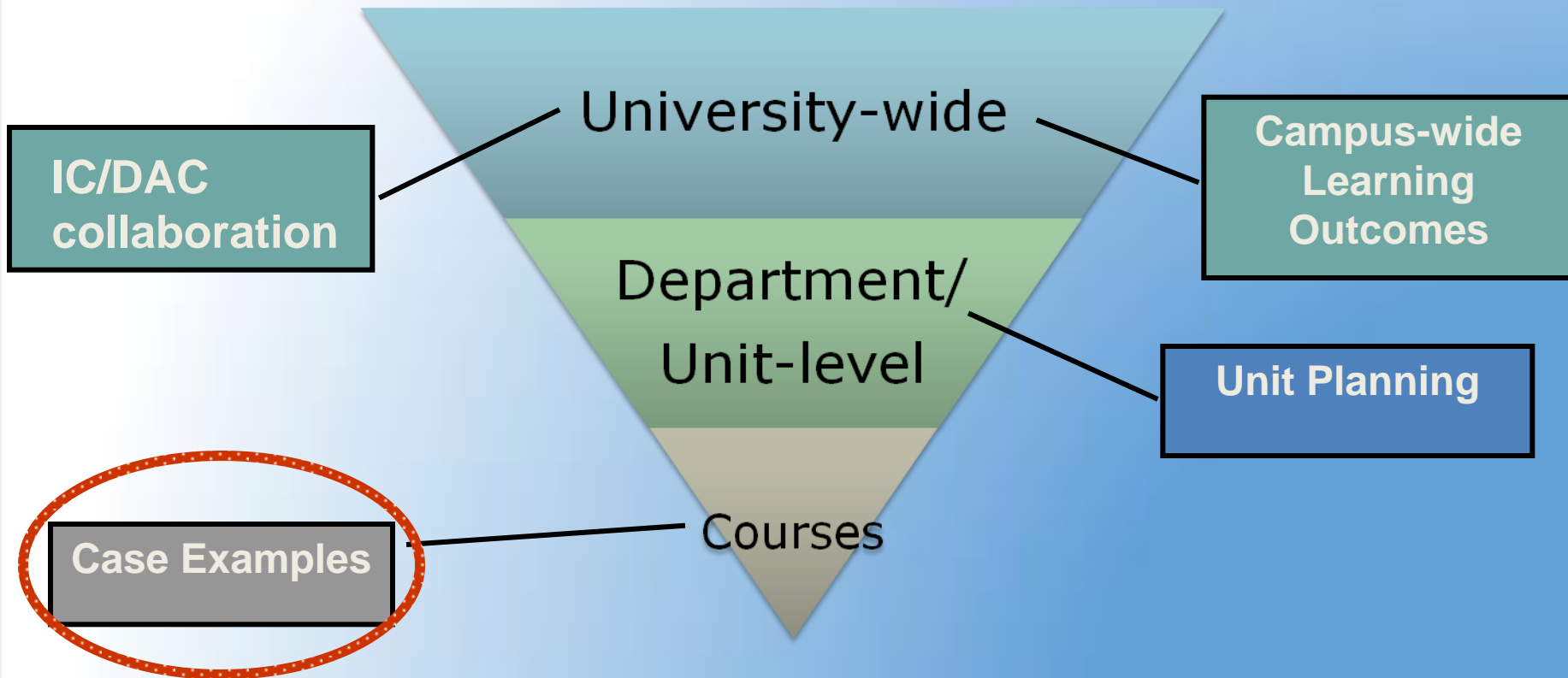
2011 Conference

	Critical thinking	Communication	Ethics & Social Responsibility	Diversity	Internationalization	Sustainability	Engagement
PA311 Intro to Civic Ldrshp	2	2	3	2	0	2	3
PA415 Civic Ldrshp Seminar	3	2	3	2	2	2	3
PA411 Foundation of Citizenship	2	1	3	3	2	0	3
PA412 Civic Eng. Role of gov institutions	2	2	3	2	1	1	3
PA413 Civic Eng. Role of ind.	2	2	3	3	1	1	3
PA414 Civic Eng. Role of social Inst.	2	2	3	2	1	1	3

0= this outcome is not addressed in this course, 1= students are introduced to concepts related to this outcome, 2=students are given opportunities to practice using knowledge, skills, attitudes related to this outcome, 3=students learn to integrate and synthesize in the area of this outcome, it represents a major theme of the course

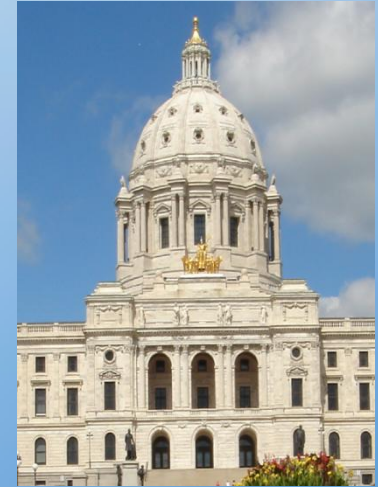
Competition & Collaboration in the Global Transformation of Higher Education

Promoting Intercultural Competence



Case Example: Japanese municipal government managers training program

- Leadership training program for Japanese mid-level managers
- 10-12 people stay in Portland Oregon for 7 weeks
- Custom design course
- Introduce local government “promising practices”
- Student interpreters from the Japanese ‘interpretation’ course



Importance of building in ‘intercultural competence’ in the international program

Lack of intercultural competence resulted in:

- Not being able to fully understand the cultural foundation of U.S. local government practice
- Not being able to effectively interact with U.S speakers and staff



Introduced “intercultural communication” class in the training

- Every Friday afternoon 2~3 hours session
- Taught by graduate student in intercultural communication
- PSU student interpreters’ feedback

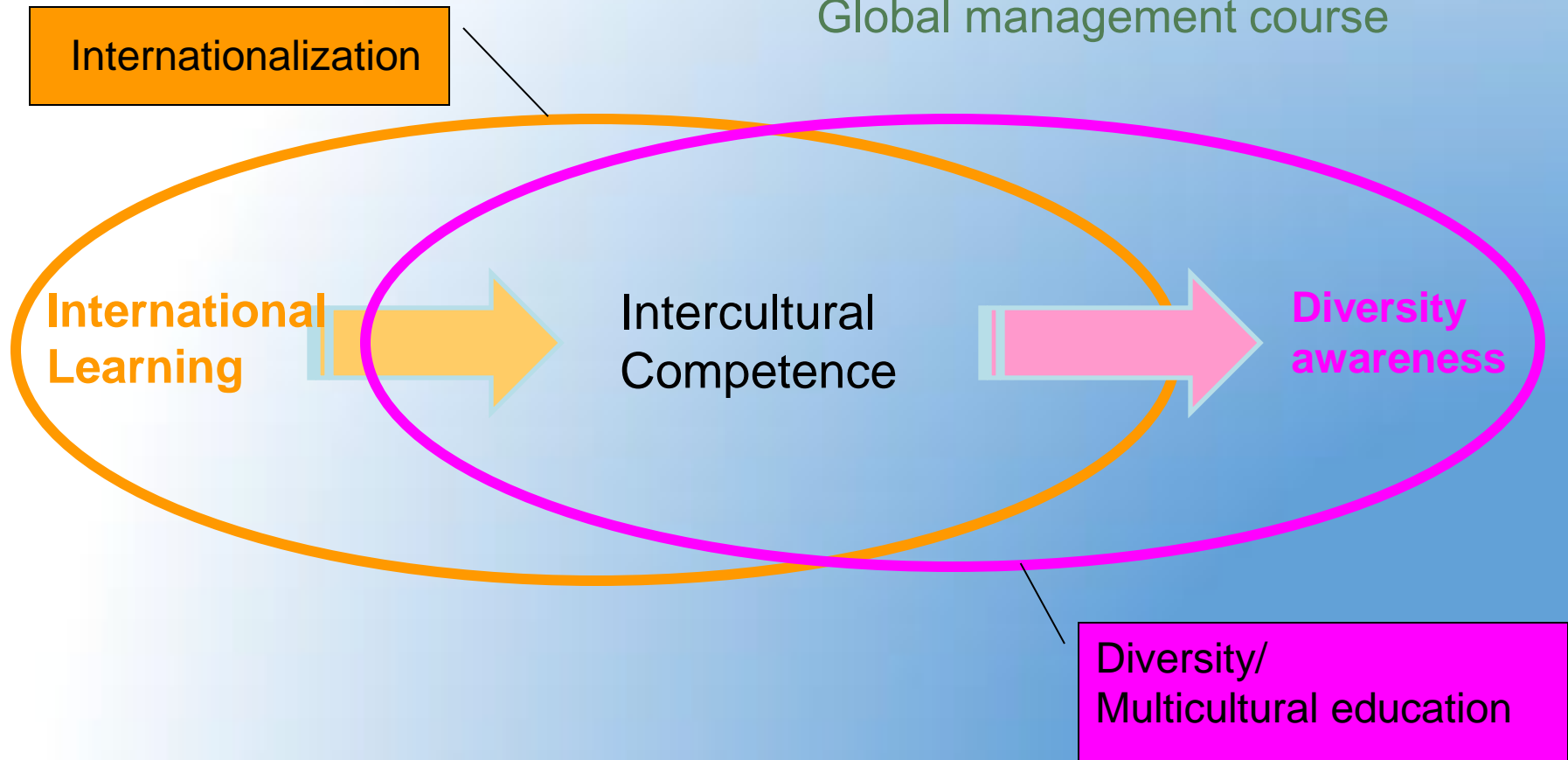
Course content

- ❖ “Scavenger hunt”
- ❖ What is culture?
- ❖ Cultural dimensions
- ❖ Identifying biases



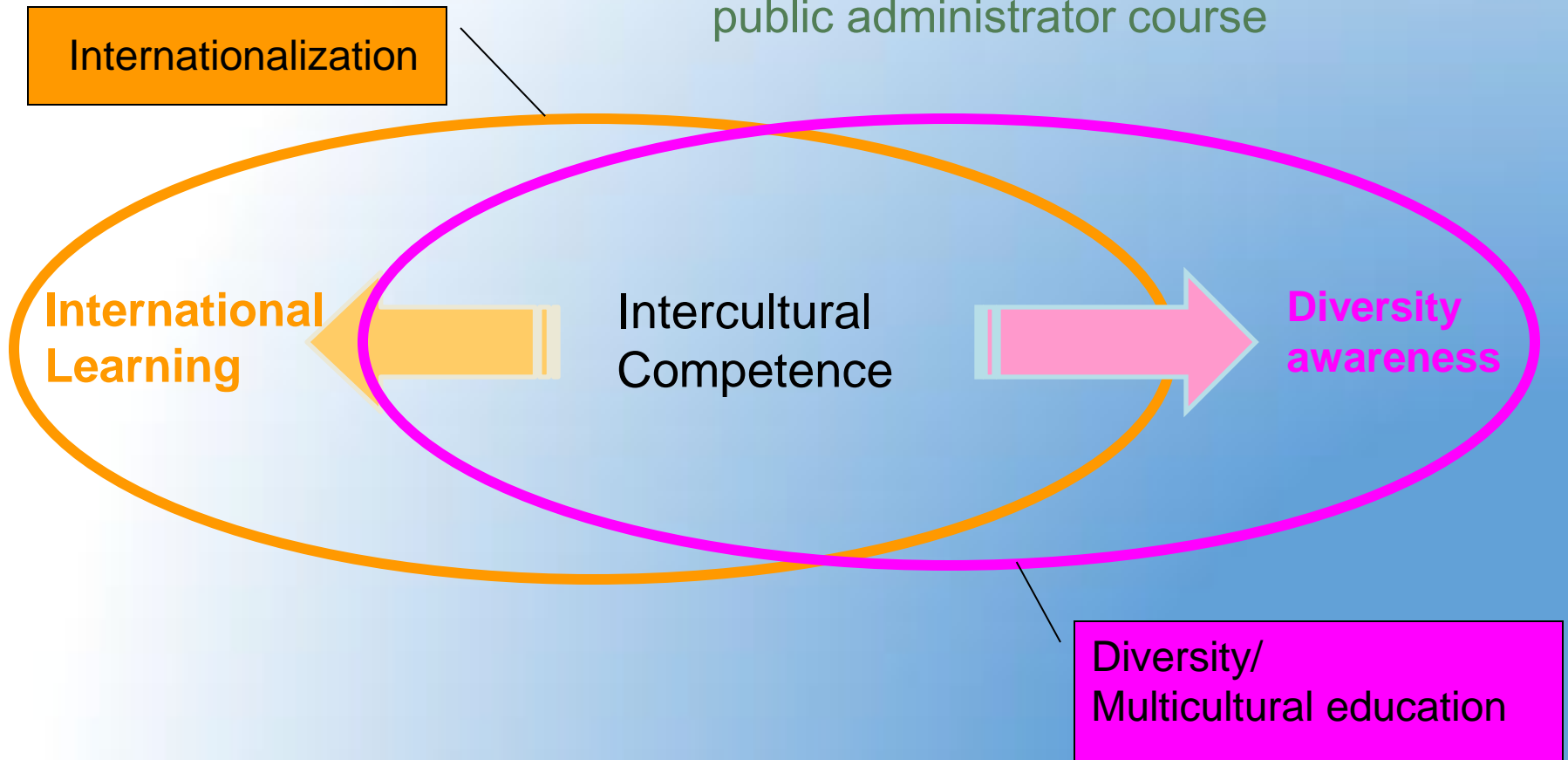
From international learning to intercultural competence to diversity awareness

e.g. Study abroad course
Global management course



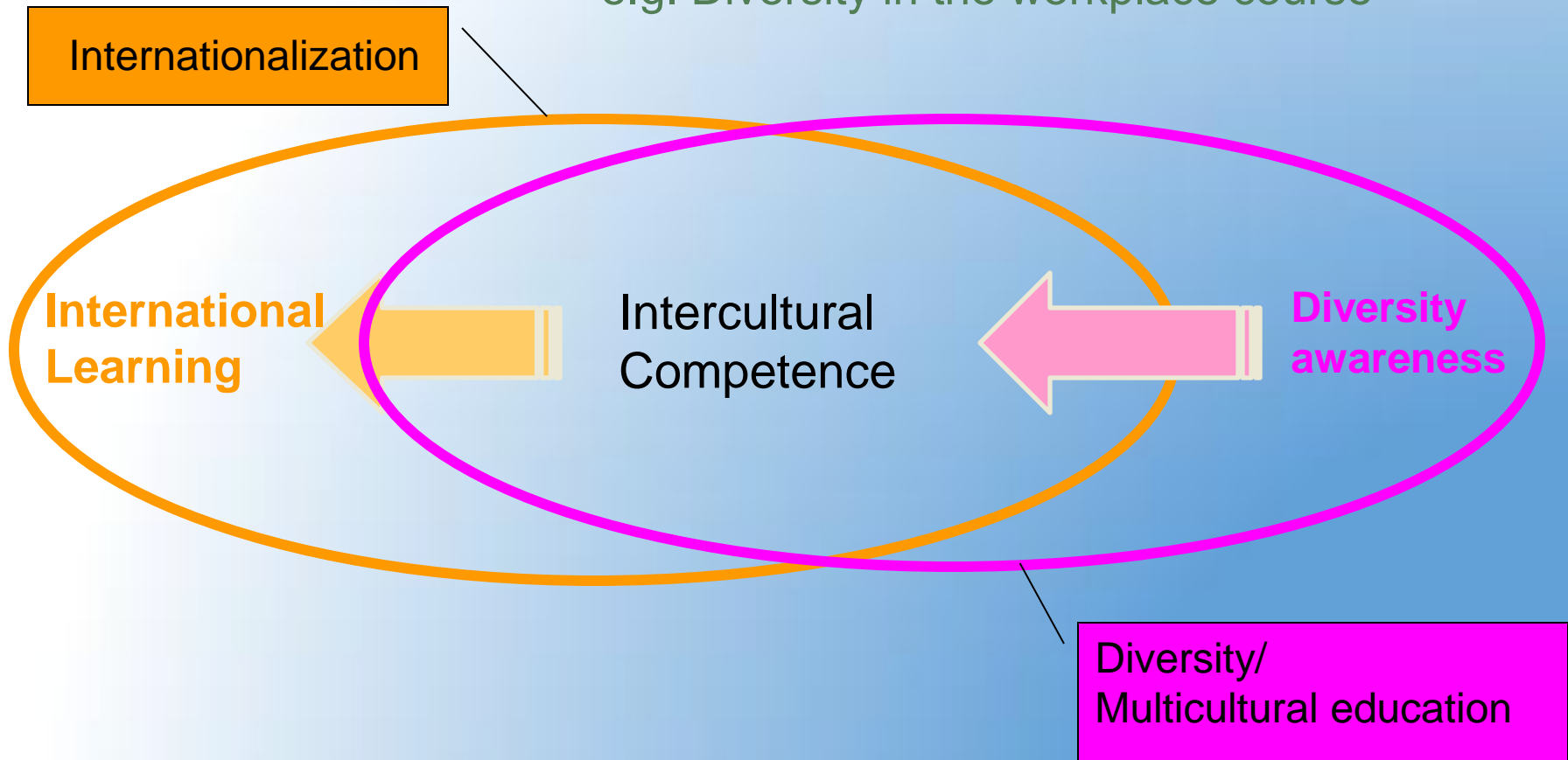
From intercultural competence to international learning & diversity awareness

e.g. Intercultural communication for public administrator course

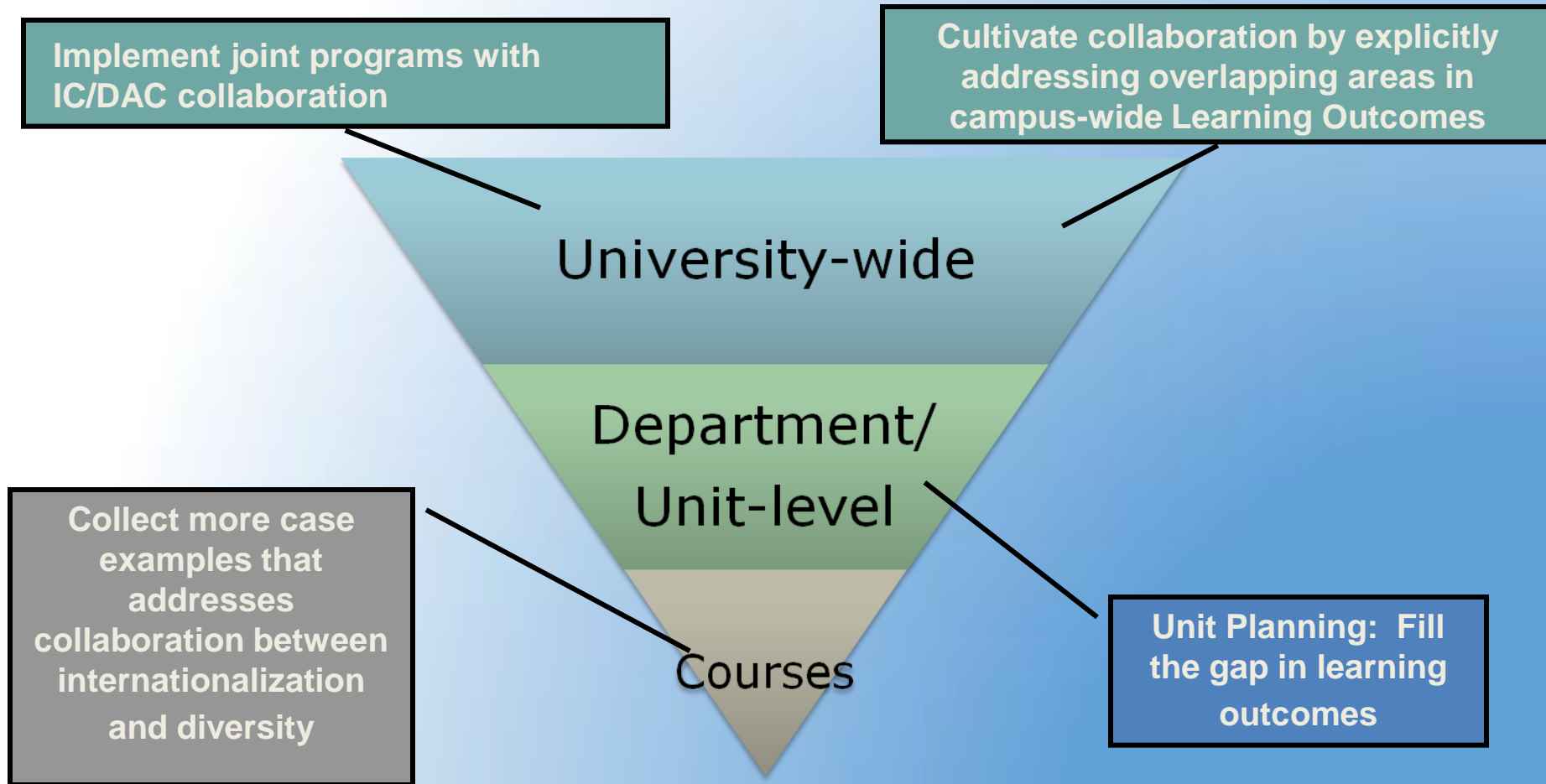


From diversity awareness to intercultural competence to international learning

e.g. Diversity in the workplace course



Path Forward



GLOBAL CITIZENSHIP

Engaging Diverse Voices in this New Global Century



What responsibility does PSU / higher education have to sensitize and educate ourselves and our students to assume significant community leadership roles in increasingly complex and diverse, globalized environments? How do we integrate these important themes into our classrooms and programs? Engage with PSU leaders to frame the discussion and explore innovative strategies to educate students who want and need to be smart, effective, and inclusive contributors to communities.

Join **Jilma Meneses**, Chief Diversity Officer; **Melody Rose**, Vice Provost for Academic Programs & Instruction; and **Vivek Shandas**, Assoc. Professor, & Chair of Internationalization Council, on:

Thursday, February 24, 2011

from 8:30 a.m. to 10:00 a.m.

SMSU 228 Multicultural Center

caestaff@pdx.edu or (503)725-5642

*RSVPs appreciated - light refreshments will be served
FREE and open to the public*



Sponsored by PSU's Center for Academic Excellence, Office of Diversity & Equity, Office of Academic Affairs, Office of International Affairs, and the Multicultural Center.

Civic Engagement Breakfast Series