Internationalization-at-Home: Grounded Practices to Promote Intercultural, International, and Global Learning

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Abstract

This paper explores Internationalization-at-Home (IaH) as a comprehensive model for preparing every student with the needed global competencies for today's interconnected and diverse society. The authors show how the goal of IaH is to redefine classrooms and campuses into common spaces that intentionally promote intercultural, international, and global learning. Practical models and analytical frameworks for pursuing IaH and curriculum internationalization are provided and anchored in multiple potential spaces for global learning.

To prepare students for the twenty-first century, institutions of higher education are engaging in multiple strategies to provide students with global competencies that are aligned with new professional requirements and heightened citizenship expectations. Traditional strategies have involved programs of student mobility through pathways such as bringing international students in and sending home students abroad. There are, however, increasing demands that institutions look inward to renew curricula and co-curricular programming to reflect new paradigms for global knowledge production and learning.

Study abroad remains the primary pathway to increase student knowledge of and engagement with the world, though the majority of students do not and likely will not study abroad. From a global perspective, in fact, only 2 percent of the total world student population (in higher education) was internationally mobile in 2007 (Macready and Tucker 2011). Only 9.4 percent of US students studied abroad in the 2012–2013 school year (283,332 total), of which 60 percent studied for a summer or less than eight weeks (IIE, 2013). The majority of universities and colleges are challenged to provide global learning opportunities for all of their students. *Internationalization-at-Home* is a comprehensive model for curricular and co-curricular learning that aims to ensure that all students have opportunities to engage in global, international, and intercultural learning in classrooms and across campuses.

Framing the Internationalization-at-Home Strategy

IaH emphasizes intentional learning through formal and informal experiences that occur within and beyond courses or programs and that align student-learning outcomes to broader campus strategic goals and mission. By focusing on curricula—experiences

situated within *formal* course or program structures—and co-curricula—*informal* experiences that occur beyond the course or program but within the broader campus community—the IaH strategy encompasses all aspects of the lived experience of the student whether in or out of class and whether an international or home student. Though it is useful to distinguish between curricula and co-curricula for didactic purposes, the most successful IaH programs and initiatives are those that actually break down the historical distance between formal and informal learning and curricular and co-curricular spaces of learning. As such, the most effective IaH seamlessly redefines classrooms and campuses as environments and experiences that are intentionally designed to promote intercultural, international, and global learning.

Bengt Nilsson introduced IaH in 1998 as a way of looking at the core of internationalization (Nilsson 2003). The IaH concept was further developed by Jane Knight at the turn of the new millennium, and more recently by Betty Leask. When Nilsson introduced the concept at Malmö University in Sweden, the university was responding to a growing immigrant population by intentionally encouraging intercultural learning between international and domestic students. Knight (2008) expanded the concept of IaH to the teaching, research, and service functions of the university, specifically emphasizing the value of internationally-focused curricula. Leask (2013) underscored the importance of linking curricular and co-curricular activities by ensuring that intercultural, international, and global learning opportunities are infused into an organization's core cultural and structural foundations. Like Malmö did in the late 1990s, most institutions today are considering ways to bring the world to the home campus and the home campus to the world. Not surprisingly, immigration patterns today, particularly in North America and Europe, reflect demographic shifts similar to those that Malmö was responding to in the late 1990s (Beelen 2011). Global mobility thus remains a primary motivation to design global teaching and learning that recognizes the diversity in our communities and in the world.

Designing Intentional Encounters

The political, economic, and socio-cultural benefits of preparing all graduates to be globally competent are known and accepted by the broader educational community. Students themselves appear to be more aware of the value of cultural diversity within their own nation and other nations than they were a decade ago (Montgomery 2009). Yet, the lack of academic and social integration between student groups differing by culture and nation remain. This is, in part, due to a paradox—namely, students are aware of cultural diversity but fail to willingly engage with it even though intentional encounters between international and home students provide increasing opportunities for learning. As experienced in Malmö, culturally diverse student populations are primary catalysts for "activating processes of international connectivity, social connectivity, and intercultural learning" (De Vita 2007, 165). If institutions are not able to harness the "catalyst-capacity" of a diverse student body, opportunities for global connectivity will go unrealized. Yet, voluntary contact in and of itself does not guarantee improved intercultural learning and international or social connectivity (Campbell 2012; Ippolito 2007). All students—international and domestic students,

majority and underrepresented minorities groups—should be deliberately involved in a campus community and engaged in sustained dialogues around difference. Global learning is not only about the diversity of the world and cultures beyond borders. It is also about opening up conversations and promoting understanding of our own differences, inequalities, perceptions, and borders. Institutions must design meaningful spaces of integration for all students.

Students from different national and cultural backgrounds are often challenged to "voluntarily" socialize. Issues of social acceptability, academic success, language, and communication attainment are, however, persistent influences on the extent to which students can be successful in establishing social and academic relationships across national and cultural borders (Campbell 2012; De Vita 2007; Harrison and Peacock 2010; Sovic 2009). Harrison and Peacock call this phenomenon "passive xenophobia," which occurs when domestic students perceive "threats to their academic success and group identity from the presence of international students on campus and in the classroom" (2010, 877). Contributing to the passive xenophobia of domestic students, we would suggest, is the potential xenophobia exhibited by faculty who at times allow their own subtle biases to prevent truly inclusive classrooms. International students' lack of skills in academic literacy practices (assimilation to institutional norms or habits) and unfamiliarity with popular culture increases the difficulty in making new friends on campus and acquiring culturally-defined academic and social skills (Campbell 2012; Sheridan 2010; Volet and Ang 2012). Most students thus choose to study within like groups precisely to avoid cultural differences to ensure the best conditions for learning and academic performance (Volet and Ang 2012). "If home students are to develop their intercultural capabilities, opportunities need to be found for them to develop mindfulness and to challenge the taboos that surround the discussion of difference" (Harrison and Peacock 2010, 897).

While Montgomery's (2009) findings indicate students increasingly understand the value of cultural knowledge to them in their careers, they still choose not to work in intercultural or international groups out of concern for academic performance. Recognizing the value of being skilled and knowledgeable in working in diverse groups and the refusal to practice this when considering academic success creates a paradox. This hypocrisy may operate to prevent students from actively seeking out opportunities to develop cultural skills and knowledge even though these exact opportunities have capacity to scaffold their learning and increase academic performance and career preparation. The same paradox applies to international students, who, too, do not necessarily choose to study abroad to socialize only with those with similar national and cultural backgrounds. International students also recognize the benefit of intercultural integration, though in practice they typically remain with students like themselves. All students, including underrepresented minority and majority domestic students, may contribute inadvertently to what many see as segregated and noninclusive universities and colleges. Rethinking infrastructures and programs that encourage conversations around difference for all students must be an institutional priority, but we also should recognize the need for students (and faculty) to seek and demand spaces where they are with individuals who

share similar experiences. IaH cannot only encourage constant integration of cultural differences but must also allow for programs that re-create "home" and are comfort zones. That, too, is part of our global and paradoxical world of internationalization. Being global recognizes the need for more localized communities of apparent similarity and for multicultural and diverse worlds of difference. Students need to feel at home, often with students of similar backgrounds, but institutions also must help students feel at home with students unlike themselves. This is why increasing numbers of institutions are designing "buddy" or "sibling" programs that create comfortable zones around difference, such as the Global Siblings Program at UCLA or the iBuddy Program at the University of South Florida. Recognizing the need to feel at home with both similarity and difference is critical in developing a global and inclusive learning community. This must be part of the vision as institutions design intentional encounters across curricular and co-curricular activities to provide all students an opportunity to develop global competencies. As universities and colleges reflect on how to create such inclusive cultures on their campuses, they should also consider ways to integrate all units and programs in the internationalization process.

Michigan State University (MSU) has the third-largest housing operation in the country. In 2013, 17,000 students lived in its residential halls and on-campus apartments. MSU's programs and activities reflect the needs of international and domestic students in finding a balance between familiarity and difference for successful academic and social integration. In so doing, they have intentionally designed opportunities for international and home students to experience the new and the familiar, thereby supporting social and academic integration within the campus residential and dining units.

Michigan State University's (MSU) Education and Housing Services

MSU provides staff with opportunities to experience foreign cultures and educational systems. One such experience involved sixteen staff members from the Residence Education and Housing Services (REHS) who traveled to China to visit three universities with a specific focus on learning about China's university housing systems to improve the residential experience for international students and enhance MSU's international orientation program. Changes that followed this experience included making the entire REHS staff available during international student move-in and scheduling multiple events in the residential halls during international orientation, which occurs before home students arrive and, thus, allows more attention and service to the international students. Events included residence hall tours and small group floor meetings, social events, and opportunities to interact with the MSU Residence Education staff. MSU also made videos showing how to use residential hall facilities such as the laundry room, restroom, and kitchen.

Throughout the year, REHS staff members regularly meet international student representatives from various student associations to support relationship building. For example, REHS staff conducted three focus groups with

representatives from the three largest international student groups (Chinese, South Korean, and Arabic) to identify needs of the students. As a result, REHS has taken several measures to meet these needs. Given the increase in Chinese student enrollment, MSU's Student Services has been trying new ways of enhancing services to Chinese students. As part of these ongoing efforts, MSU is working on developing a "chef exchange" program with Dalian University of Technology and Sichuan University. In addition to the REHS staff, delegations from MSU's Student Services also visited a number of Chinese universities, where personnel learned first-hand about Chinese food service customs and logistics. This international professional development ultimately benefits all members of the campus community, who now have opportunities to explore authentic new cuisines and dining customs in a more openly diverse environment. Other measures taken to meet student needs include plans for residential hall signage to be translated into five languages and the hiring of multi-lingual staff at Engagement Centers, who provide services such as academic advising, tutoring, fitness classes, and a health clinic. As a result, MSU now has an international residential hall retention rate of 27 percent in 2012, up from 6 percent in 2009. The goal of REHS is to reach 38 percent in 2014. (This information is based on an interview conducted with the REHS director on October 24, 2013).

Internationalization of the Curriculum

What happens in classrooms is vital to the process of creating more global and inclusive campuses. It can make or break an ethos of inclusion. Though the engagement of faculty members differs across institutions, they are always primary actors in IaH and curriculum internationalization. To be effective global educators and agents of change, faculty have a number of responsibilities: they need to see the value of global learning, for both themselves and their students; they have to advocate for global learning beyond their classrooms; they have to acquire new skills, and they might even be asked to change the way they think about their work or reflect on their own beliefs and values; they need to guide students in their transformations through what Bennett (2004) refers to as the continuum of ethnocentrism to ethnorelativism; and they must create global learning communities in classrooms and link students' international and local intercultural experiences (study abroad, international service learning, internships, and field/clinical experiences) to classroom learning. As such, faculty members may acquire new identities and might themselves experience transformations.

Leask (2009) suggests that "the development of intercultural competencies in students is a key outcome of an internationalized curriculum, which requires a campus environment and culture that motivates and rewards interaction between international and home students in and out of the classroom" (205). A range of people across institutions needs to engage with the internationalization agenda over time to improve encounters of difference. Even though faculty are vital, curriculum internationalization, like all forms of IaH and internationalization, is a shared responsibility across students, staff, administrators, faculty, communities, and

institutional partners. Likewise, designing opportunities for all students to develop global competencies requires a multilevel framework whereby global learning outcomes are embedded in individual courses as well as in programs that span curricular and co-curricular areas, and are on campus and off.

Motivations to internationalize the curriculum reflect the changing nature of knowledge and greater global interdependency among countries and interconnectivity between local and global contexts (Agnew 2012; Agnew and Van Balkom 2009; Clifford 2010; Leask 2009). Curriculum internationalization encourages new ways of thinking and doing that provide students with the skills, knowledge, and experiences to understand and act on issues of global significance. Its emphasis is on the "content of the curriculum as well as the teaching and learning arrangements and support services of a program of study" (Leask 2009, 209). Encompassing intercultural and international learning within and beyond traditional curricular forms, as curriculum internationalization aims to achieve (Leask 2009), might make curriculum internationalization one of the most demanding aspects of internationalization. It is far more complicated and challenging for institutions, for example, than establishing programs or goals that emphasize student mobility.

One of the challenges, as already noted, is that faculty ownership is key to its success. Historically, within the organizational and governance structures of higher education, the faculty has control over the development of curriculum. Though many see faculty governance as weakening in the twenty-first century, faculty members are required to make value- and disciplinary-based judgments about whose knowledge to include in curriculum and what skills and attitudes should be developed. Thus, having faculty members define internationalization in the context of their discipline is an important aspect of the curricular change process (Agnew 2012; Clifford, 2010; Leask 2009). The same can be said for developing learning outcomes for the growing number of interdisciplinary degrees and programs—especially those related to global and international learning—as Louis Menand reminds us that interdisciplinarity is, in many ways, a heightened form of disciplinarity (2010).

A curriculum is an organized form of disciplinary and interdisciplinary knowledge, and this knowledge is often entrenched in practice and difficult to articulate. Becher and Trowler (2001) demonstrate how faculty members are socialized into their academic roles, which they succinctly refer to as tribes and territories. The "tribes" have their own disciplinary practices and their own methods of research and professional networks within their disciplinary "territories." Curriculum internationalization and global learning mean faculty must engage in transformative disciplinary-specific processes of knowledge production as well as go beyond traditional paradigms in the development of a new, contemporary, and relevant curriculum. Being able to define the goals and outcomes of internationalization within specific degrees, programs, professions, and disciplines is a vital component of curriculum internationalization. To do so, faculty must engage in critical decoding of their disciplinary ways of thinking (Pace and Middendorf 2004). This process is vital for all effective teaching, but it is particularly vital for global learning, as faculty must

internationalize courses in ways that are relevant to specific professions and disciplines. Inserting modules or adding "international" content is not sufficient. Curriculum and course internationalization demands that instructors merge their disciplinary and professional objectives and means of analysis with global perspectives, skills, attitudes, and knowledge. Only then will a curriculum achieve global learning outcomes that are as meaningful for specific disciplines as they are for broader global competencies set forth by institutions.

On the other hand, thinking beyond traditional disciplinary paradigms is also a primary goal of internationalization of the curriculum. "An important part of the process of internationalization of the curriculum is to think beyond dominant paradigms, to explore emerging paradigms, and imagine new possibilities and new ways of thinking and doing" (Leask 2012, 3). Successful curriculum internationalization requires a fundamental change in how faculty members view teaching and learning. "Internationalization of the curriculum is a complex concept that reflects the intricate relationship between historical context, political orientations, dominant epistemologies, and perceptions on the use of knowledge, as well as conceptions of teaching and learning" (Van Gyn et al. 2009, 26). Essentially, this approach requires a change that goes beyond course content to include pedagogies for intercultural learning that enable all students "to successfully engage with others in an increasingly interconnected and interdependent world" (Van Gyn et al. 2009, 27). This process necessitates the ability to think broadly about global learning that spans campuses and more specifically about learning that occurs within degrees and disciplines. This transformative learning process also extends far beyond skills; it must allow for creative and intuitive ways of thinking that engage both the "hearts and minds" of the academic participants (Van Gyn et al. 2009). Again, just as IaH must recognize the role of specific home-making projects (comfort zones) and broader multicultural conversations across difference for all students, curriculum internationalization should develop interdisciplinary knowledge and also be flexible enough for disciplines and professions to develop their own meanings.

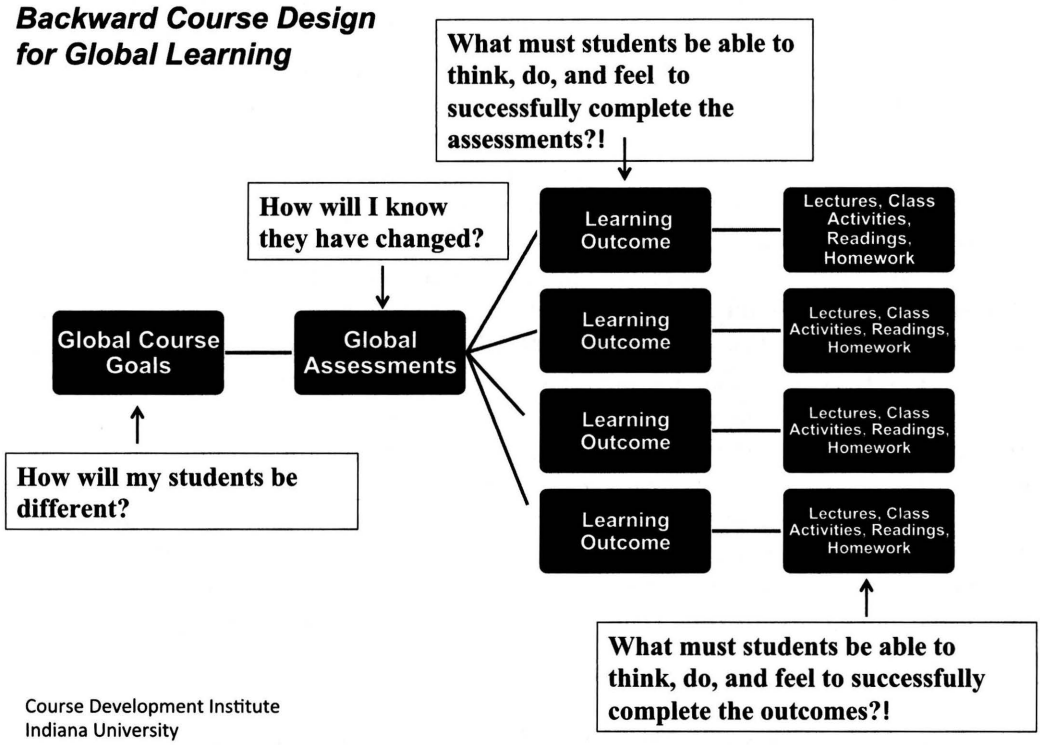
Backward Course Design for Global Learning

In the twenty-first century, there are no neutral or normative fields of inquiry that do not require intercultural or global sensitivities. There is no discipline beyond internationalization, though there may be courses where global learning skills are not emphasized. With this said, faculty must be involved in the conversations that are defining global learning outcomes for majors, schools, programs, and institutions. In return, they should be provided with a model for designing courses in a way that aligns global learning outcomes and their assessments with other course goals, student learning outcomes, and assessments. In other words, global learning should be integrated with all other aspects of any given course or curriculum.

To do so, faculty should rethink the course design paradigm, moving from one of content coverage to one that focuses on student learning outcomes. The backward design model (Wiggins and McTighe 2005) is one such model and is an extremely

effective method for internationalizing courses and the broader curricula. For specific courses, it involves faculty defining global learning outcomes that complement broader course goals, developing assessments that measure whether students are achieving the outcomes, and designing dynamic and high-impact classrooms. Ideally, at the end of this process, the course will seamlessly align course goals, authentic assessments (Wiggins 1998), global learning outcomes, innovative and interactive pedagogies, engaging activities, and the production of knowledge.

Figure 1. Representation of Wiggins and McTighe's backward course design as revised by George Rehrey and his colleagues at Indiana University (IU)



Backward course design can allow faculty to internationalize nearly any course, in any discipline and profession. Indiana University's Center for Innovative Teaching and Learning, in conjunction with the Center for the Study of Global Change, adapted a model used at IU's annual Course Development Institute (Rehrey, Metzler, and Kurz 2010) to emphasize high-impact pedagogies (Kuh 2008) and to encourage students to reflect upon what they will do with their global knowledge, skills, and attitudes. This framework guides faculty in the process of defining global learning goals, developing authentic assessments, defining global learning outcomes, and creating classroom learning activities that emphasize high-impact pedagogies that bring learning outside the classroom:

Backward Course Design for Integrated Learning

(Adapted from a model used at Indiana University's Course Development Institute, in collaboration with The Center for Innovative Teaching and Learning and the Center for the Study of Global Change.)

Backward course design emphasizes high-impact pedagogies and encourages students to think not only about what they learned but, more importantly, what they will do with their knowledge, skills, and attitudes.

1. Define global course goals (How do I want my students to change?). Global goals should enhance and complement already established course (disciplinary and professional) goals.

2. Develop an authentic assessment (How will I know that they have changed and reached my global course goals?). This should be a primary assessment, such as a research paper, a community action project, or a practicum, where students are asked to not just repeat but synthesize their learning and to look toward the future.

3. Define global learning outcomes (What will they have to do or know or feel to successfully complete the assessment?). These global learning outcomes must be measurable and can be cognitive, skill-based, and affective.

4. Classroom activities, lectures, readings, resources, and assignments (What will my students have to do, learn, and think about to achieve the global learning outcomes?). These should emphasize high-impact pedagogies that bring learning outside classrooms.

When done thoughtfully and intentionally, faculty can create global courses that not only achieve global learning outcomes but that strengthen established course, disciplinary, and professional objectives. The following boxed text provides an example of a course, *Human Rights and the Arts*, resulting from this Indiana University framework.

Course Example: Human Rights and the Arts

1. **Global Course Goals**

   - LEARN: To deepen student understanding of human rights by promoting a more embodied, engaged, and personal understanding of them. Multiple perspectives will be interdisciplinary, global, and contextualized in various communities around the world.

   - EXPAND: To broaden student perception of available research methods and means of mediums, performances, imagery, and many other less

traditional academic entities that span the disciplines and the globe. Students will also be expected to expand their world-mindedness.

- ACT: To encourage students to take action and apply their knowledge of human rights at global and local levels. They can also make commitments and act on responsibilities.

2. **Global Authentic Assessment:** Since the course is about the intersection of art and human rights, students are required to develop and produce their own forms of art and social action. The Social Action Art Project consists of four parts:

   - a written proposal
   - an artistic representation that informs, engages, and encourages action
   - a research paper
   - a class presentation

3. **Global Learning Outcomes** (examples)

   - Uses diverse cultural frames of reference and alternate perspectives to think critically about human rights
   - Contextualizes and analyzes complex connections among local and global phenomena by challenging traditional binaries often used to explain the world around them.
   - Acts upon acquired knowledge, skills, and attitudes in local and global contexts

4. **Classroom activities, assignments, readings, resources** (examples)

   - Voicethread Assignment: Using voicethread software, I have students look for commonplace things in their lives that are global. They upload images to the course site and leave a recording about how this particular entity is global to them (be it a cup of coffee, a picture of them fishing in Illinois, or a bowl of quinoa). Students must comment on each other's images and statements, applying different perspectives and making connections.
   - An entire class period is dedicated mid-semester to learning expectations. During this time, students use affinity mapping to develop a rubric for grading their Social Action Art Projects, which allows them to define and, thus, understand the learning goals and objectives of this project, as well as the broader class. The project grading rubric is

approved by the class and the professor and is used for peer review of the actual pieces of social action art, which are shared with all students and the public during a class "art action" opening.

Curriculum internationalization efforts should focus on developing learning activities and authentic assessments that align course-level learning goals to the existing institutional assessment system. In this way, the IaH approach becomes anchored in the institution's core curriculum and avoids simply being an "additive." Curriculum internationalization workshops for faculty will assist in identifying global learning goals at the program, department, college/school, and campus levels. Successes big and small should be rewarded as a way to recognize progress and to incentivize faculty, staff, and students. Ideally, faculty should be rewarded for developing innovative curriculum through existing structures such as awards and recognition programs, and through tenure and promotion policies.

Internationalization-At-Home: An Organizational Response that Recognizes Difference

The political, economic, and socio-cultural benefits of preparing students for global stewardship are well understood. Universities can no longer rely on study abroad programs that serve few and often elite students. Instead, higher education institutions must design, deliver, and measure multilevel curricular and co-curricular activities such that all students have the opportunity to increase their knowledge of and engagement with the world. An IaH approach requires that faculty members and administrators work collaboratively to design deliberate and meaningful spaces of integration, thereby creating international, intercultural, and global learning experiences for all students.

Internationalization initiatives often are derailed early in the change process, due in part to divergent understandings of what is internationalization. It is, after all, a relatively new concept. Internationalization-at-Home is particularly susceptible to conflicting and oftentimes contradictory understandings due to its call for what are often large-scale curricular shifts and faculty engagement. Large-scale campus initiatives can place incredible stress on existing power and disciplinary structures challenging individual and organizational norms. Uncertainty and fears of instability can create powerful resistance to change. Helping faculty and administrators in their understandings of IaH is critical to successful organizational change.

As with many change initiatives in higher education, IaH must be aligned with institutional missions and be supported by the institutional culture in which the curricular shift is expected to occur. Institutions will be well served with grounded approaches to internationalization where plans align with broader institutional missions, values, and strategic goals. To align effectively, broader academic and administrative units should define their own strategies such that they resonate with individual unit goals and idiosyncrasies. The recognition of diversity within broader

organizational change is thus imperative. To strengthen the overall institutional culture in support of IaH, it is important to create opportunities in which diverse value-based disciplinary and interdisciplinary conversations can occur. Think tanks, listening sessions, professional development opportunities, and programs that incentivize and build on multiple voices and perspectives are thus essential to leading a successful IaH approach. Administrative offices associated with student life, housing, dining and recreation, in addition to student services, international offices, academic affairs, diversity offices, institutional research offices, teaching and learning centers, to name several, are all spaces where global learning can be promoted.

If we are to prepare today's students to solve some of the world's most pressing problems, then the IaH approach is a way to extend an institution's reach to prepare *all students* for an interconnected global reality. Institutions will take different approaches to IaH, though we conclude by providing some general guidelines that aim at ensuring that *every* student at our colleges and universities has opportunities to be globally engaged.

Internationalization-at-Home: Suggestions for Implementation

1. Create opportunities for faculty and staff development to understand the value of IaH, including such topics as:

   - The value of international, intercultural, and global learning to students for success in the job market and civic life
   - The reach of existing internationalization strategies (e.g., study abroad)
   - The benefits of IaH to students, faculty, campus, disciplines, professional schools, and community

2. Conduct needs assessment to:

   - Determine academic and social support needs of your international and home students
   - Identify opportunities to meet student needs (balance familiarity and difference) on campus and in the community through curricular and co-curricular planning

3. Offer faculty development in the area of internationalization of the curriculum:

   - Identify international, intercultural, and global learning outcomes
   - Develop learning activities and authentic assessments

- Align global learning outcomes to existing institutional assessment system

4. Involve the campus across administrative and academic units in developing an overall IaH strategy and assessment plan

5. Consider all units, schools, and programs as spaces to promote global learning, such as residential programs and dining halls.

6. Support international students and design necessary infrastructures such that they can meaningfully contribute to global classrooms and campuses

7. Reward students for international, intercultural, and global learning through individual course assignments in credit-bearing courses, programs, majors, and with professional development/learning opportunities (e.g., leadership).

8. Reward faculty for innovative development of curriculum through existing institutional infrastructure, such as institutional awards and recognition programs, and through the tenure and promotion policies.

9. Provide professional development opportunities for internationalization for all staff but particularly those working in centralized offices.

10. Recognize the need for broad institutional change that integrates the specific goals and strengths of administrative units, schools/colleges, departments, and programs. Initiate organization change supporting an IaH approach that recognizes and values differences and paradoxes inherent to individual campuses.

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