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Diversity and International Collaboration: A Vision for the Twenty-First Century
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I was honored recently to serve on the American Council on Education's (ACE) "At Home in the World" Advisory Council which promotes collaborative and synergistic programming between diversity and internationalization initiatives on US campuses. Through a Henry Luce Foundation grant ACE will select a number of colleges to launch three-year "At Home in the World" demonstration projects. Fortunately or unfortunately, Juniata is too far along on this path to receive a demonstration grant! Through ACE meetings and Juniata's own work I have been convinced that there is great opportunity in combining the efforts of our diversity and international offices to help educate our students for the enormously diverse world of their future. With limited resources and the absolute necessity to prepare our graduates for the challenges and opportunities of the 21st century, we need all the synergism we can find.

Juniata would not normally come up on a list as one of the places deeply invested in diversity and international education. After all, through much of our history Juniata has served (with great success I might add) traditionally-aged white students from the surrounding Appalachian mountains of central Pennsylvania. Although the College has always served a large percentage of first-generation college students, and we now boast increasing percentages of international students and domestic minority populations we still have much to accomplish. In 2009 Juniata's chief diversity and international officers returned from the ACE Bridging the Gap symposium with a new proposal to keep our momentum going. They suggested a Global Presidential Task Force to develop strategies to encourage intercultural competencies by intentionally creating environments in which students encounter and reflect upon difference. The resulting "Global Engagement Initiative" promises to change the face of the college in significant ways. At its heart, the initiative encompasses the creation of a Global Village living and learning community. The community enriches the teaching and learning environment, fosters twenty-first century skills, and augments recruitment and retention efforts by integrating models of traditional language houses and international houses with multicultural and multiethnic residence concepts.

As the Global Village enters its second year of existence, I am pleased that we are following the advice of Richard Light's *Making the Most of College: Students Speak Their Minds* (2001) concerning the vital role of residential living arrangements in the first year to shape students' attitudes on diversity and loyalty to the institution. Exposure to people from different backgrounds "from the moment of arrival, to the first meals, to the first dorm meetings, to all Freshman Week activities is what nearly all students characterize as the single most critical, positive first step. It is critical for helping each student feel part of a community" (Light 43). Accordingly, although the Global Village currently serves primarily sophomores, we are considering the applicability of the model for our incoming first-year students. Such a focus shift would enhance an already strong international and diversity collaboration in this area; many of our incoming international students are incorporated into the Plexus group of Inbound, our freshman orientation program. Plexus Inbound is a week-long event designed to help new students with concerns about multiculturalism meet other new and returning students who seek to offer one another friendship, support, and guidance. Adding a living and learning component to the process could be an exciting direction, particularly as it enhances the synergy developing between the international and diversity offices.

Creating an atmosphere in which students can cultivate intercultural skills of all kinds, from the local to the global, is a noble goal, but it can be difficult to achieve in practice. Too often units on campus perceive themselves as competing for resources or attention, and lose sight of the larger mission to educate students for the twenty-first century. It takes leadership from the highest level to thwart territorialism and inspire a college community to share a common vision, to work together towards meaningful goals. It seems, with a shared interest in enabling students to think critically about the concepts of culture and identity, and teaching skills that enable students to function in a multicultural world, the international and diversity offices would naturally cooperate, but on many campuses, the two areas interact seldom if at all, and rarely collaborate on more than the occasional cultural festival. It is crucial at small colleges especially to coordinate and share energies in order to maximize available resources, rather than reinvent the wheel at every turn. Any institution can implement community-building practices to encourage collaboration. The collaboration between diversity and international at Juniata follows two decades of intentional development of both areas. One important factor is the degree to which innovation is encouraged and supported. Faculty and staff should be encouraged to think creatively about their roles, and to branch out into different areas without fear of defensive reprisal from other constituencies, and be given the autonomy to pursue what interests them. It is also important to encourage faculty and staff to visit best practice institutions and attend local and national conferences, to infuse fresh perspectives into business as usual.

More specifically as regards internationalization, Juniata is fortunate to have a committed group of faculty with a long history of establishing partnerships abroad. These interests in global engagement span across disciplines; I am proud to say, for example, that many of our strongest exchanges were begun by faculty members in the sciences. But our internationalization plans would certainly have been less successful if they did not develop with committed support from the administration, particularly at the presidential level. Convinced of the necessity to include international goals in institutional documents, we incorporated a global element both within the college's mission statement and in the 2008 Strategic Plan. As President, I not only encourage the community to articulate its goals, but allocate resources to ensure we meet these goals institutionally and at the departmental level. Such a coherent vision empowers departments to work together toward broader goals, just as our diversity and international offices have done.

The outcomes that result from multiple constituencies working together are clear: at Juniata, we send our students into local schools to enhance science and culture education through our Science in Motion and Language in Motion programs, and our groundbreaking Program of Emphasis, an interdisciplinary alternative to majors and minors, has served our students and graduates for years. We engage in these innovative programs at Juniata not simply to attract students, but because it is the right thing to do. Across the United States, a sense of shifting global influence is unsettling our sense of place in the world. Indicators such as the falling dollar and comparatively lower educational accomplishments of our students mean that the mission to educate towards global competence is no longer a luxury of the elite, but a basic duty of the system. From Light's *Making the Most of College* to Peter Stearns's *Educating Global Citizens* (2009), college leaders throughout the last decade have been highlighting higher education's obligation to cultivate interculturally-competent students. As college and university presidents, we can accept and meet the changing world by intentionally directing our efforts within it, or ignore the indicators and begin the inevitable slide into irrelevance.