Executive Summary

This concept paper provides a working definition of diversity, globalization, and internationalization for the Higher Learning Commission of the North Central Accreditation (HLC-NCA) Self Study Criterion Committees. The committee defined these concepts to cover the aspects of society as they relate to the diverse demographics, global integration among people, and international and intercultural emphases in higher education. The committee considered the university’s mission related to diversity, globalization, and internationalization when providing educational experiences and services for students. This committee reflects the value placed on diversity, globalization, and internationalization apparent in the HLC Criteria. The committee encourages the university to foster and maintain teaching and learning environments, both in and out of the classroom, where students can contribute to and learn from a diverse society.

a) Definitions:
   i) Diversity
      As evident in society, diversity on a university campus is represented by the “presence of a variety of perspectives, opinions, values, knowledge, ideas, and personal histories” (SDSU Undergraduate Programs, 2007-2008, p. 371).

   ii) Globalization
      Globalization is a process of interaction and integration among people, organizations, governments and cultures.

   iii) Internationalization
      Internationalization is the process of integrating a comprehensive international and intercultural dimension into the teaching, research, scholarship and creative activity, and service functions of the University.

b) Concepts:
   i) Diversity
      The quality of being different is expressed through, but is not limited to, differences in ethnicity, race, gender, national origin, creed, sexual orientation, ability, economic status, and age (SDSU Undergraduate Programs, 2007-2008, p. 371).

   ii) Globalization
      Globalization as a process affects environmental resources, culture(s), including people’s well-being, political systems, national sovereignty, national security, agriculture, public health/health care, economic systems/international trade, transportation, information technology/communication, education, and global
governance. The primary result of this process has been the integration of capital, technology, information, and people across national borders.

iii) Internationalization
For teaching, the process of internationalization means adding to or enhancing the international content of all curricula and the promotion of study abroad among both students and faculty; for scholarship, the process of internationalization includes developing research and related activities which have an international, as well as a domestic focus; for service, internationalization is the process of carrying University efforts to a wider audience abroad, through technical assistance and related programs. Additionally, the process of internationalization should focus on the development of local service efforts which have an international theme or content.

c) Context:
   i) National Context
   Over the past twenty years, the concepts of diversity, globalization and internationalization have emerged in higher education.

   **Diversity**
   The importance of diversity in higher education has a long history, with forces promoting it not only as a concern for social advocacy and justice in a pluralistic democracy, but also as a “compelling interest” to reap the educational benefits that emerge from a diverse campus community. The two strands are intertwined. For a democracy to function effectively, all parts of society must have access to higher education and a reasonable chance of succeeding in it. Equally important is that the education of those securing higher education be of the highest quality.

   Advocacy for equal participation by minorities and women in higher education came forward as part of the civil rights and women’s movements of the mid-twentieth century. The historical roots of diversity education lie in the civil rights movements of various historically oppressed groups. Many trace the history of multicultural education back to the social action of African Americans and other people of color who challenged discriminatory practices in public institutions during the civil rights struggles of the 1960s. Among those institutions specifically targeted were educational institutions, which were among the most oppressive and hostile to the ideal of racial equality. Activists, community leaders, and parents called for curricular reform and insisted on a reexamination of hiring practices. Both, they demanded, should be more consistent with the racial diversity in the country.

   With the Higher Education Act of 1965, Congress enacted a law that required equitable access for those who were previously denied admission to institutions. This law stated the nation’s commitment to equality of educational opportunity which brought a more diverse student population to post-secondary educational settings, and educational institutions were required to accommodate a newly diverse student population. Affirmative Action, also passed in 1965, reinforced the requirement of equitable access to higher education, and institutions created special programs for
recruiting and retaining minority populations to help them overcome barriers to access and success.

Title IX of the Education Amendments was signed into law in 1972 and prohibits discrimination on the basis of gender in any federally funded education program or activity. Its greatest effect has been in the area of athletics where the goal of parity for gender has led to significant development of women’s athletics in higher education throughout the United States.

Globalization

Changing world conditions lead to the concept of globalization, which is the process of interaction and integration among people, organizations, governments and cultures. The primary result of globalization has been the integration of resources across national borders. Henry M. Hays, Jr. clarified the central idea of globalization as primarily an economic phenomenon.

The concept of globalization has both positive and negative effects on environmental resources and culture(s), including people’s well-being, political systems, national sovereignty, national security, agriculture, public health and health care, economic systems, international trade, transportation, information technology, communication, education and global governance.

Internationalization

Internationalization emerged in the wake of the Second World War and concern that Americans, leading up to the war, had a poor understanding of other cultures, their languages and history. Some universities, in response, developed area studies programs and language departments, expanding course offerings, particularly focusing on the post-colonial world. During the height of the Cold War and with the advent of Sputnik in 1957, the United States government began a program of funding to support university-level area studies programs and the study of languages, providing National Defense Education Act scholarships to well-qualified graduate students to study other countries and languages.

In the 1990s, starting with the collapse of the Soviet Union and the consequent end of the Cold War, institutions of higher education re-evaluated their internationalization efforts and began focusing to a great extent on changing world conditions. In an effort to produce graduates knowledgeable about the world as a whole, a prominent global studies approach has paralleled the more traditional area studies foci at many institutions.

ii) SDSU Context.

Diversity

At SDSU, the Office of Multicultural Affairs was created in the fall of 1998 to provide support to students of color, develop a recruitment and retention plan for
underrepresented student groups, to assess the campus climate regarding diversity, and to implement multicultural programs for the university community. Although the office’s purpose is to serve all students of color, the primary objective is to provide support to domestic minority students. Our definition of domestic minority students consists of the following: African American, Asian American, Hispanics/Latino, and Native American students.

The Office of Multicultural Affairs develops campus initiatives that demonstrate the values, practices, and philosophy of diversity and multiculturalism within the university. The office sponsors a variety of programs and activities that coincide with Black History Month, Hispanic Heritage Month, and Native American Heritage Month and delivers Diversity Training for the classroom, residential life, and student organizations. Other programs designed to meet the cultural and educational development functions of the university include Latin Dance & Music and the Wacipi, Powwow.

The Office for Diversity Enhancement was created in the spring of 1999 to provide a vehicle for the university community to work together in embracing diversity. The office promotes the university’s commitment to diversity in all its aspects by advising the university and developing and implementing diversity enhancement programs, activities and pedagogy. This includes enhancing teaching, learning, and providing direct experiences of diverse cultures and points of view. Additionally, the Office collaborate with Admissions and Human Resources Offices to facilitate recruitment and equal opportunity of minority students, faculty and staff.

Grant funds from the Bush foundation provided initial impetus and over the past decade there has been rapid integration of diversity themes and content into courses and curricula at SDSU. In 1998, the University had no specific diversity education requirement. However, by 2000, the general education requirements included a goal that, “Students will understand and be sensitive to cultural diversity.” Since then, the diversity related student learning outcomes appear both in the System General Education Goals 3 and 4 and in the Institutional Graduation Requirement Goal 3. In 2005, a new “globalization” goal and related student learning outcomes were added. Service-learning has also emerged as another avenue for diversity education as virtually all service-learning at SDSU provides significant diversity and civic engagement experiences.

Globalization

The Global Studies program, approved in 2003 and initiated in 2004, “maintains and encourages student self-development in international and intercultural understanding consistent with the continually increasing cultural, economic and political interdependence of the modern world. In the 21st century, relationships between people and nations will be affected more by interdependence of the world as a whole than by national boundaries” (SDSU Undergraduate Programs 2007-2008, p. 102).
One central mission of the SDSU Global Studies Program is to prepare students to be interculturally competent and to become global citizens.

Additionally, because of the importance of the concept of globalization, the South Dakota Board of Regents included a requirement for students to complete a course related to the study of globalization in 2005. These courses incorporate the study of transnational issues affecting environmental resources and cultures.

Internationalization

International activities at SDSU predate the First World War, with the activities of Professor N. E. Hansen, who traveled numerous times to Siberia and China to collect plant specimens that would do well in the South Dakota climate. As a result, SDSU has a long tradition of international research work, but the incorporation of international academic content and curricular internationalization on a significant scale is a relatively recent phenomenon, dating from the 1990s. In 1988, the Office of International Programs (now International Affairs) was created under the leadership of President Robert Wagner. The directorship of that office was made full-time in 2002. The Office of International Affairs oversees student study abroad and faculty exchange programs and assists in the internationalization of the curriculum. In 2005, the South Dakota Board of Regents approved a new major and minor in Global Studies, an additional recognition of the growing need to internationalize the campus.

Internationalization efforts at SDSU have led to some curricular changes. In addition to the Global Studies major and minor, faculty have also availed themselves of international faculty development seminars which have, in turn, led to the incorporation of international content in diverse disciplines on campus, including Apparel Merchandising, Computer Science, Economics, Education, Engineering, English, Geography, History, Nursing, Nutrition and Dietetics, Pharmaceutical Sciences, Plant Science, Psychology, Sociology and Visual Arts.

d) Analysis of Experiences:
The committee on Diversity, Globalization, and Internationalization experienced many challenges in assessing SDSU’s efforts at promoting these three areas of interest. Some contentious discussion revolved around even how to define the three terms. Frequently, the committee noticed that many on campus use the terms internationalization and globalization synonymously, when in fact they refer to two very distinct and different concepts. The most contentious issue the committee faced was not so much in defining the term ‘globalization’ but how and why that particular concept should be taught at the university.

In addressing the five main criteria, the committee was able to assess them as follows:

Criterion One: Mission and Integrity
South Dakota State University operates with integrity to ensure the fulfillment of its mission to diversity, globalization, and internationalization through structures and processes that involves the following programs and services:

- Office of Diversity Enhancement
- Global Studies
- International Affairs
- International Student Affairs
- Multicultural Affairs
- Disability Services
- Service Learning

Criterion Two: Preparing for The Future
The University allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities by accomplishing the following:

- Focus on multiple societal and economic trends
- Facilitate greater student and faculty travel and study abroad
- Elevate awareness of international politics, economics, geopolitical realities
- Expand technology, demographic shifts, globalization awareness, & multicultural society
- Increase minority (domestic) and international student retention
- Increase minority (domestic) and international student enrollment
- Increase minority (domestic) and international faculty/staff employment
- Increase the number of students served in the international study abroad program
- Increase the number of students served in the national student exchange program

Criterion Three: Student Learning and Effective Teaching
The University provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission by the following:

- Providing educational multicultural and diversity programs
- Providing study abroad nationally and internationally to students
- Providing teaching exchange nationally and internationally
- Providing service learning experiences to students
- Providing disability services and educational opportunities to students
- Providing active learning and evening classes
- Providing globalization as a core requirement
- Modeling intellectual and functional competence in terms of thinking and acting with appreciation for diversity, globalization, and internationalization
- Reflecting or advancing standards of curriculum development that represent diversity, globalization, and internationalization into educational materials and experiences
- Presenting classroom discussions in global studies to classes in Economics, English, College of Education and Counseling, and others

Criterion Four: Acquisition, Discovery, and Application of Knowledge
The University promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission through the following:

- Commitment to diversity, globalization and internationalization
- Programs and learning opportunities for faculty, staff, and students
- Increased emphasis on diversity-themes in curriculum and development of study abroad courses and opportunities.
- Financial support for programming in diversity, globalization and internationalization
- Promotion of faculty development efforts in diversity and internationalization
- Efforts to develop an enhanced international research capacity
- Providing students with international internship and service-learning opportunities

Criterion Five: Engagement and Service
As called for by its mission, the University identifies its constituencies and serves them in ways both value through the following:

- Service Learning in diverse communities
- Increased opportunities for curricular and co-curricular study and service in urban and minority communities throughout the state and nation.
- Cooperative Extensive Programs
- Partnering with Tribal Reservations (providing services to Native Americans)
- International Study Abroad (student exchange, faculty/staff exchange)
- Faculty exchange with Historical Black Colleges & Universities
- National Student Exchange Program (U.S. Territory)
- Research Scholars
  - Degree programs delivered electronically serve non-traditional and place-bound learners
  - Student Activities/ Organizations (community services)

e) Strengths:
In the course of the meetings of the Committee on Diversity, Globalization, and Internationalization it became clear that South Dakota State University has a lot of work still to be done when it comes to promoting these three areas. Fortunately, the university has recognized weaknesses in all three areas and has tasked individuals within the university community to take leadership roles in improving these areas. The university has also collaborated with other universities within the region and nation-wide seeking ways to make improvements. What follows are the strengths of SDSU, as determined by the committee:

- Student-centered programs and services that sustain a sense of community.
- Responsive to student needs and student engagement.
Faculty ideals regarding competence. Many faculty members aspire to modeling intellectual and functional competence in terms of thinking and acting with appreciation for diversity, globalization, and internationalization.

Student interest in learning.

Study abroad enrollments (as both a percentage of student FTE and absolute numbers) have steadily increased at SDSU in the last five years, starting with 0.66% (70 students) in 2003-04 to 2.13% (207 students) in 2007-08.

The number of faculty members proposing and willing to lead short-term study abroad programs has increased from five in 2003-04 to more than 15 in 2008-09.

An efficient, cooperative, and synergistic arrangement between the Global Studies Program which requires students to live and study abroad as a required component of the Global Studies major and the Office of International Affairs which facilitates study abroad.

A well-organized and successful Global Studies Program which began in 2004 and now has 70 students pursuing either a major and minor in Global Studies.

f) Challenges:

As a land grant university, charged with serving all the people of our state and region, we need to recognize what Dr. Martin Luther King Jr. called “the fierce urgency of now.” We have huge and growing numbers of South Dakotans who are truly underserved relative to higher education. Our state’s population is becoming increasingly diverse, and it will require a much larger commitment of resources than has been allocated previously, to truly open the doors of South Dakota State University to all people. Increasing awareness of issues of diversity, globalization and internationalization will require attention to the following:

- Recruitment and retention of domestic minority and international students.
- Recruitment and retention of domestic minority staff/faculty.
- Budget restraints and limitations in resources.
- Understaffing in Global Studies and International Affairs.
- Difficulty in internationalizing the curriculum
- Difficulty in internationalizing research outside the field of agriculture

g) Recommendations:

- Implement the various strategic goals related to diversity, internationalization and globalization as outlined in the strategic plans of the units involved.

h) Conclusions:

In this paper, we have attempted to define the three terms at issue: diversity, globalization and internationalization and have related important conceptual information regarding the three definitions. We have placed the three terms into a national context, outlining the history and development of the terms. We have also provided a brief summary of how these concepts have been applied at SDSU over time.
While SDSU has made positive strides in improving its offerings and capacities in the areas of diversity, globalization and internationalization, new challenges have presented themselves in an ever-evolving campus environment. SDSU has met some of these challenges well, such as developing programming for minority students and increasing the numbers of students studying abroad. Other challenges need the commitment of additional resources in order to reach the university’s stated goals.

References

For Diversity

For Globalization

For Internationalization