spectra

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THE COMMUNICATION DISCIPLINE GOES GLOBAL

INTERNATIONALIZATION CHALLENGES AND OPPORTUNITIES

ABOUT spectra

Spectra, the magazine of the National Communication Association (NCA), features articles on topics that are relevant to Communication scholars, teachers, and practitioners. *Spectra* is one means through which NCA works toward accomplishing its mission of advancing Communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.

NCA serves its members by enabling and supporting their professional interests. Dedicated to fostering and promoting free and ethical communication, NCA promotes the widespread appreciation of the importance of communication in public and private life, the application of competent communication to improve the quality of human life and relationships, and the use of knowledge about communication to solve human problems.

The views and opinions expressed in *Spectra* articles are those of the authors and do not necessarily reflect those of the National Communication Association.

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In this issue

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DID YOU KNOW

NCA's new website features an entire section on internationalization. To explore the tools and resources offered, visit www.natcom.org/academic-professional-resources/internationalization.

The Enlightenment, Cosmopolitanism, and Decency

By Stephen J. Hartnett, Ph.D.

We NCA members are, for the most part, joyful participants in and tireless champions of what I am calling cosmopolitanism.

With evidence that the Trump administration is taking steps that threaten the fundamental role of free speech in America, the very notion of evidence, the value of informed debate, and the assumption that civil dissent improves our collective decision making, I am deeply concerned that the baseline parameters of ethical communication are under attack. As President of the national organization dedicated to advancing the theory and practice of communication for the common good, I feel that the Trump White House has put NCA's core values at risk, that the very mission of our organization has been called into question.

Thinking more broadly, the Trump administration's declared war on the media, its crass forwarding of "alternative facts," and its move to defund the arts, humanities, and sciences may be construed as a war against the Enlightenment itself. Scholars have argued for two centuries over the core principles, practices, and practical implications of the Enlightenment, yet broad consensus points to the Enlightenment as featuring:

- A commitment to evidence won through systematic research;
- The belief that public policy should be made publically, not in court or secret chamber;
- An unshakeable faith in citizens to make sound choices based on free speech and the right of assembly;
- The foundational role of public education in helping to forge informed, civil debate;
- The key role to be played by elected officials working not for personal enrichment or party advancement, but for the common good; and
- The central role of eloquent speech in pursuing good governance, wrapped in humility before the contingency and fragility of public life.

We can and should dispute the depth of commitment to these core goals as embodied in various generations of leaders throughout our American history. For example, while the Founders met in Philadelphia in 1787 to draft the U.S. Constitution, slaves marched through the city streets while an old woman, charged with being a "witch," was stoned to death—meaning the Founders' commitment to the Enlightenment was partial, and thoroughly raced, classed, and gendered.

Still, the commitments the Founders made that summer became the bedrock norms of our nation. These norms are by no means settled, or perfect, or beyond dispute, and they evolve over time and in response to public pressure—participating in these debates is indeed one of the great honors of civic republicanism. Yet the declaration that the Trump White House will now peddle "alternative facts" while ruling not via Congress, but through slapdash, midnight Executive Orders, clearly violates much of what we hold dear as the descendants of the Enlightenment.

Since the end of World War II, another key, indisputable, and irreversible fact of life has affected what I am calling the core norms of the Enlightenment: globalization. While dueling empires have fought for centuries over far-flung colonial holdings, and while drug lords, mercenaries, slave dealers, and religious proselytizers have sought ever since the 16th century to claim entire regions as their private fiefdoms, "globalization" entered a new phase in the immediate aftermath of World War II. With much of Asia, Europe, and northern Africa in ruins, the United States emerged as the military, economic, and cultural master of the world.

Indeed, the transportation and supply networks created to fuel the war effort amounted to a new, global infrastructure of unprecedented reach. United States troops were stationed on bases all around the world, and those bases pumped American-style food, music, sports, and sexual norms into local communities, thus serving as conduits of goods, bodies, and communication of every kind. For better and worse, these post-war networks foreshadowed a physical shrinking of the globe and the coming of an age when all things—music, food, people, sexual diseases, drugs, pandemics, weapons, commodities of all kinds, even hope and fear—would transcend national borders, weaving complex systems driven in large part by new communication technologies.

While some forces have sought to turn those globalizing networks into machines of resource extraction, labor exploitation, and commodity delivery, other forces have sought to harness them for purposes of social justice, cultural enrichment, and international solidarity. While there are many gray spaces in our daily lives, and while we are all enmeshed in these global systems of power, I would characterize those who fall in the former camp as the neoliberal champions of inequality, whereas I would characterize those of us who fall in the latter camp as the cosmopolitan champions of solidarity.

NCA's thousands of members each play their own roles within these overlapping camps. Still, my sense from the members—as fueled by the NCA's Task Force on Fostering International Collaborations in the Age of Globalization—is that many of us teach on international campuses, or welcome international students to the United States, or do research with colleagues stationed abroad, or work with international partners on local civic engagement projects. We NCA members are, for the most part, joyful participants in and tireless champions of what I am calling cosmopolitanism.

Moreover, while our roles in these endeavors are mixed and complicated, I am certain that we enter them while seeing ourselves as emissaries of the Enlightenment; like our domestic work, our international work circles around notions of evidence, decency, listening carefully, respect for others, considering multiple perspectives, and doing unto others as we would like done unto us.

As just one of the cosmopolitan inheritors of the Enlightenment, I am appalled by the building of walls. Nation states obviously have a right to control their borders within reason, yet the human right of transit and mobility—as enshrined in the United Nations Declaration of Human Rights—clearly means our allegiance, our resources, our care and love, are needed by those who find themselves fleeing war zones, murderous regimes, and failed states. Fortifying borders with physical walls, visa barriers, and mercantilist trade protections amounts to an affront to the legacy of the Enlightenment and to the promises of cosmopolitanism.

In this issue of *Spectra*, we find our colleagues reveling in the global possibilities of higher education. In contrast to those who fear the foreign, the authors of these articles cherish our international students and colleagues; in contrast to those who would trample our Enlightenment norms, these authors celebrate education as a vehicle toward justice. I hope you enjoy their articles, and I hope you will join me in celebrating the Enlightenment and cosmopolitanism as the pillars of decency in an age of globalization. ■

Spotlight

DATA ABOUT THE DISCIPLINE

Demographic Characteristics of Communication Doctorates

In December 2016, the National Science Foundation (NSF) released the *Doctorate Recipients from U.S. Universities: 2015* report, based on data collected by the Survey of Earned Doctorates (SED). The SED collects data on the number and characteristics of individuals receiving research doctoral degrees from U.S. academic institutions and is sponsored by NSF and five other federal agencies.

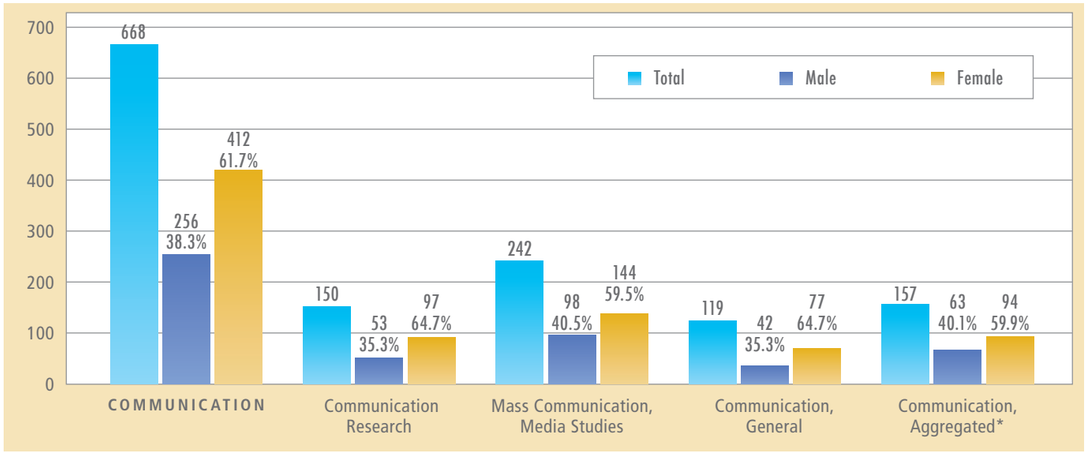
The chart below presents detailed data on the citizenship status, ethnicity, race, and sex of doctorate recipients in Communication.

Race and Ethnicity of 2015 Communication Doctorate Recipients

			U.S. CITIZENS AND PERMENANT RESIDENTS							
				NOT HISPANIC OR LATINO						
	All Doctorate Recipients	Temporary Visa Holders	Hispanic or Latino	American Indian or Alaska Native	Asian	Black or African American	White	More than One Race	Other Race or Not Reported	Ethnicity Not Reported
COMMUNICATION	668	137	22	1	27	36	375	9	2	8
Communication Research	150	31	4	0	11	3	95	2	0	1
Mass Communication, Media Studies	242	63	7	1	7	20	120	1	1	3
Communication, General	119	19	4	0	5	8	65	1	1	4
Communication, Aggregated*	157	24	7	0	4	5	95	5	5	0

The following chart provides data on the sex breakdown of doctorate recipients in Communication.

Sex of 2015 Communication Doctorate Recipients



* Note that the five fields represented in Aggregated Communication include: Communication Theory; Film, Radio, Television, and Digital Communication; and Other Communication.
Source: https://www.nsf.gov/statistics/2017/nsf17306/report/.

PUBLIC PRESENCE

NCA Participates in National Higher Education Meetings and Advocacy Days

NCA staff recently attended two conferences that focused on advocating for funding and public support of the humanities and social sciences.

Approximately 250 people attended the National Humanities Alliance (NHA) Annual Meeting and Advocacy Day, held March 13-14 in Washington, DC. The NHA conference focused on the importance of public engagement at the local level as an essential tool for advocacy, and on the role of the humanities in cultivating civic engagement. American Association for the Advancement of Science CEO Rush Holt served as a featured speaker at the NHA meeting, which also included panels comprised of humanities professors from across the nation.

The annual Consortium of Social Science (COSSA) Science Policy Conference & Social Advocacy Day was held March 29-30, also in Washington, DC. The conference featured important discussions about social science in the new political climate, strategies for enhancing student participation in the social sciences, and best practices for social and behavioral scientists engaging with media. University of California, Berkeley sociologist Arlie R. Hochschild delivered the keynote address. John Sides of the *Washington Post*'s Monkey Cage blog was also a featured speaker.

Both NHA and COSSA conference attendees spent the second day of their events on Capitol Hill, communicating the value and importance of the humanities and social sciences and asking their congressional representatives to preserve funding for critical humanities programs (many of which have been marked for elimination) as well as funding for important social science research.

NHA provides a number of resources for individuals who want to learn more about ways to get involved with efforts to protect the humanities. Learn more at **http://www.nhalliance.org**. To learn more about ways to get involved with social science advocacy, visit COSSA at **http://www.cossa.org/advocacy/**.

IN OUR JOURNALS

Emily A. Ehmer, "Learning to Stand on Their Own: Contradictory Media Representations of Burmese Refugees by Nonprofit Organizations," *Critical Studies in Media Communication* 34 (2016): 29-43.

This study examines the arrival of refugees from Burma to the U.S. Midwest and the contradictory depiction of the refugees in online media. Ehmer specifically investigates the images and texts created by U.S.-led refugee resettlement agencies and Burmese-led nonprofit organizations in Indiana. The study reveals that the portrayals created by the two types of organizations differ considerably. The U.S.-led refugee resettlement agencies portray the refugees as "strangers" deserving of "the life ahead," while the Burmese-led nonprofit organizations focus on the education of youth, leadership, and on its members serving as role models in the ethnic communities. This project has implications for how refugees are portrayed in the media during a period of mass exodus from nations with repressive governments.

Yashu Chen, "WeChat Use Among Chinese College Students: Exploring Gratifications and Political Engagement in China," *Journal of International and Intercultural Communication* 10 (2017): 25-43.

Chen explores the relationship between motives for WeChat use and implications for the online behaviors of individuals living in authoritarian regimes. Specifically, the author examines the relationship among WeChat use, gratification seeking, and political engagement through WeChat in China. Chen found that WeChat use for entertainment and recognition needs predicted political engagement through WeChat; WeChat use and browsing news and information about a particular political issue on WeChat were positively associated with political engagement through WeChat; and the relationship between WeChat use and political engagement through WeChat was moderated by browsing general news and information on WeChat. This study provides insight into the use of Uses and Gratifications Theory and provides evidence for political engagement via social networking sites in China.

Dani S. Kvam, "Supporting Mexican Immigrants' Resettlement in the United States: An Ethnography of Communication Approach to Building Allies' Communication Competence," *Journal of Applied Communication Research*, 45 (2017): 1-20.

In this article, Kvam explores interactions between Mexican immigrants and their U.S.- and Mexican-born allies at an immigrant support center (ISC) in the U.S. Southwest. Using ethnographic methods, Kvam investigate ways of producing and understanding communication for speakers that point to cultural knowledge about competent communication. Findings reveal five means of communication that are meaningful for speakers at the ISC: pasar la voz (passing the word); Llamar y decir (to call; to tell); hablar en voz alta (speaking out loud); intercambio (exchange); and Escuchar/Contar historias (listening to/telling stories). This study provides insight into ways that similar immigrant-serving organizations can learn from the ISC's successes to better serve their communities.

THE COMMUNICATION DISCIPLINE
GOES GLOBAL
INTERNATIONALIZATION
CHALLENGES AND OPPORTUNITIES

These days, we hear a lot of talk about building walls and closing borders, banning entire populations and demographic groups, and dismissing ideas and facts simply because they're "unfair." Yet in the face of division, hatred, ignorance, and intolerance, our global community continues to connect and collaborate more than ever, as we realize the importance of creating, sharing, learning, and acting with one another in ways that benefit all of humanity.

In her opening article to this special issue of *Spectra*, Marlene Johnson, who recently retired after 18 years as Executive Director and CEO of NAFSA: Association of International Educators, argues that there is no more important time for international understanding than now. Despite the growing numbers of students studying abroad, Johnson urges institutions to collaborate in creating even more opportunities to strategically incorporate internationalization into their identities and mission. Johnson writes that by moving internationalization to the center of institutional planning, using global learning as a framework for general education, and defining more specific global learning outcomes, students and faculty will be more engaged with and prepared for our present and future world.

Diana Carlin affirms this argument by suggesting that the Communication discipline "be a key player in campus internationalization." She explores the challenges and opportunities to expanding traditional pathways to internationalization through curricular development, collaborations with campus international offices and leadership, emerging technologies, and faculty research. Carlin also urges the Communication discipline to do a better job of making "ourselves and what we offer known to the larger university community."

So just how do we internationalize the Communication curriculum? Soumia Bardhan takes a deep dive into this subject and offers ideas for educators that include encouraging students to take area studies courses, promoting foreign language learning, supporting travel and exchange programs, funding faculty exchanges and research projects, and incorporating international content within individual courses by collaborating with faculty in other countries or using technology to connect students around the world.

At St. Cloud State University in Minnesota, a group of students in an Intercultural Communication class collaborated with local high school students and a high school in Kenya to strengthen mutual co-existence and examine racial tensions between white students and Somalian refugees in the area. Eddah Mutua provides an overview of the project ("Communicating Common Ground") and its outcomes, sharing how communication was a key tool for "broadening mutual understanding and awareness" and creating a more peaceful co-existence.

Todd Sandel reflects on what it's like to be a "stranger in a foreign land," in an essay about the years he has spent living and teaching in Macao. From such basic interactions as morning greetings to navigating complex bureaucratic processes, Sandel's experiences show that despite our attempts to learn about and adapt to local cultural norms, we may always be viewed as foreigners or strangers when away from home. He outlines why it's more important than ever for higher education institutions to provide the resources and support needed for a smooth transition.

Finally, Clifford Christians relates his experiences in Finland, Tanzania, and Ukraine to provide readers with a window into the inner workings of the Fulbright Specialist Program. While the program prioritizes benefiting the host university, "its effect on an academic's world mind is tangible and irreplaceable," he writes. Christians advocates for a radical reversal of the usual local-to-world equation; for making the transnational the center and "our educational and professional venues the periphery" within the Communication discipline.

We hope you enjoy reading these articles, and we extend special thanks to NCA President Stephen J. Hartnett, who provided inspiration and guidance for the issue. ■

Internationalization and Global Learning

for COMMUNICATION SCHOLARS, TEACHERS, *and* STUDENTS

By Marlene M. Johnson

We live in an interconnected and interdependent world. Such is the complex context that shapes how our institutions of higher education are defining themselves—as they compete in new ways and collaborate with new partners. It is also the context that challenges those who work in academic disciplines to test received wisdom against new questions and to integrate diverse perspectives and experiences into evolving research agendas. And, of course, it is the context in which new graduates will soon find themselves acting as workers, friends, and citizens.

Until my retirement in December 2016, I served for 18 years as the Executive Director and CEO of NAFSA: Association of International Educators. From that vantage point, I was able to witness the dramatic growth of international education in the United States and around the world. This growth occurred in scale, but perhaps more importantly, also in scope. A field that often is understood to be only about student and faculty mobility is now more accurately seen to shape institutional identity, public policy, the value of the degree, and key parts of student learning as well.

Looking back over the years, I cannot recall a time when the need for international understanding has been greater. Nor do I recall a time when the capacity to effectively address challenges across cultures has had greater value. Fortunately, the growth in the field over the last two decades has strengthened institutional structures and commitments to provide more students with opportunities to develop and practice this capacity.

GROWTH AND METRICS

The Institute of International Education (IIE), in cooperation with the U.S. Department of State's Bureau of Educational and Cultural Affairs, compiles data on student mobility in its *Open Doors* report. According to the most recent data, during the 2015–16 academic year, the number of international students in the United States exceeded 1 million for the first time, representing an increase of 7.1 percent from the previous year and marking a decade-long period of expansion.

The report also notes that 313,415 American students received academic credit for study abroad in 2014–15, an increase of 2.9 percent from the previous year. "Study

Host campuses and communities benefit from both concrete international relationships and the richness of new and diverse perspectives.

abroad by American students has more than tripled in the past two decades," the report continues, "however, the rate of growth had slowed in recent years." Significantly, the report notes that despite the growth, "it is still the case that only about 10 percent of all U.S. undergraduate students (including community college students) will study abroad by the time they graduate."

It is possible to extrapolate economic impact from such numbers. NAFSA analysis finds that the 1,043,839 international students studying at U.S. colleges and universities contributed $32.8 billion to the U.S. economy and supported more than 400,000 jobs during the 2015–2016 academic year.

Of course, these numbers do not account for the academic, diplomatic, and cultural value of international students. Host campuses and communities benefit from both concrete international relationships and the richness of new and diverse perspectives. Nor do the data tell the story of the changes in campus-based internationalization infrastructure. During my time at NAFSA, growth in the association's membership was accompanied by a noticeable increase in the professionalization of the field. More campuses now employ Senior International Officers, whose portfolios include comprehensive management of internationalization efforts. A previous generation of member leaders who "fell into" internationalization because of personal experience are now joined by a generation that has earned master's degrees and Ph.D.s in the field. Such trends will likely continue as the need for specialized expertise increases and more rigorous data collection and analysis becomes part of the job.

INTERNATIONALIZATION AND GLOBAL LEARNING

A significant piece of this specialized expertise is focused on learning outcomes. In recent years, most higher education institutions have made promises, in their mission statements as well as in the rhetoric of their admissions offices and career centers, that those who earn degrees will be prepared to thrive and lead in global contexts. It is good news for international educators that these institutions increasingly equate a high-quality degree with global preparation.

Internationalization includes strategic approaches to institutional identity and mission that include attention to mobility and to collaborating and partnering with other institutions around the world. In geographic terms, it is easy to imagine tracking such strategies with pins on a map. Where are international students from? Where are education abroad students going? Which countries and institutions have signed memos of understanding? Such an approach allows tracking of international flows and leads to important questions of political and economic trends, as well as ranking and other systemic issues.

NAFSA poses two related sets of questions:

- What are our student learning goals as we design and implement an international education system? In other words, what kind of learning is facilitated through mobility, collaboration, partnership, linked classrooms, etc.?
- What do ALL students need to be able to do as global learners? In other words, what knowledge, skills, and attitudes are expected, and what experiences will enable them to practice global learning in increasingly sophisticated ways?

The fundamental challenge is to continue to move internationalization and global learning efforts from the periphery to the center of institutional planning. According to the *Open Doors* report, international students represent approximately 5 percent of students enrolled in U.S. higher education. Ninety percent of U.S. students, in the words of the report, "are graduating without an international experience." Consequently, it is important to re-imagine the full range of institutional approaches to help students and faculty engage the world.

Part of the challenge is attributable to changing student demographics. Lumina Foundation, for example, notes that three-quarters of college students commute to class while juggling parenting, working, or both. Forty percent attend school part time, and they work on average about 19 hours per week. Thirty-eight percent are older than 25. Mobility cannot be the only strategy to help these students become global learners.

STUDENT LEARNING OUTCOMES AS A SHARED VOCABULARY FOR INTERNATIONALIZATION AND GLOBAL LEARNING

Questions about the connection between international education and student learning are not new. But in recent years, the conversations have become more specific and more closely related to broader discussions of learning outcomes and accountability.

How are institutions keeping their promises? They may make additional pledges to increase access to the "traditional" paths to internationalization. IIE, for example, is leading an effort to double the number of students who study abroad. Faculty members in all disciplines can turn to NAFSA to take advantage of this effort.

More broadly, international educators and those in the disciplines are encouraged to align their work via student learning outcomes. Institutional learning outcomes are layered and multifaceted. They serve as invitations for stakeholders to articulate and debate the things they think are most important for students to address.

The intersection between the work of Communication faculty and learning outcomes can be considered on three basic levels: general education, global learning, and the major.

GENERAL EDUCATION OUTCOMES

General education programs are designed to provide foundational knowledge and skills for all students. They try to strike a balance between enduring concerns and the needs of the day. Consequently, global learning can be a powerful framework for general education. A typical set of general education outcomes might include quantitative reasoning, information literacy, communication, global awareness, and multicultural understanding.

GLOBAL LEARNING OUTCOMES

In recent years, institutions have taken a further step in articulating how graduates can best be prepared for a complex and interconnected world by defining global learning outcomes that align with both general education and majors.

The Association of American Colleges and Universities (AAC&U) has been a leader in this area and has developed a Global Learning Rubric to help campuses map learning in a developmental arc across four years (not only in the curriculum, but also in the co-curriculum). The rubric is organized around six domains of global learning:

- *Global Self-Awareness:* in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.
- *Perspective Taking:* the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

There is not a single definition of global learning that applies to all institutions or all fields of study.

- *Cultural Diversity:* the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.
- *Personal and Social Responsibility:* the ability to recognize one's responsibilities to society—locally, nationally, and globally—and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.
- *Global Systems:* the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.
- *Knowledge Application:* in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

As in the general education outcomes, the overlap with the expertise of Communication faculty is clear.

LEARNING OUTCOMES IN COMMUNICATION

There is not a single definition of global learning that applies to all institutions or all fields of study. Instead, the idea that students should be global learners is an invitation to engage in conversation across faculty, administrative, and professional staff roles. One might then ask: What makes a Communication major into a *global* Communication major? Again, this question is not about geography (a semester abroad or focus on comparative international questions), but instead about how all students will thrive in today's global context. What does that look like in Communication?

On the National Communication Association website is an intriguing link to "What Should a Graduate with a Communication Degree Know, Understand, and Be Able to Do?" The Learning Outcomes in Communication include:

- Describe the Communication discipline and its central questions
- Employ Communication theories, perspectives, principles, and concepts
- Engage in Communication inquiry
- Create messages appropriate to the audience, purpose, and context
- Critically analyze messages
- Demonstrate the ability to accomplish communicative goals (self-efficacy)
- Apply ethical communication principles and practices
- Utilize communication to embrace difference
- Influence public discourse

NAFSA and its member international educators invite partners from the discipline to add flesh to these outcomes in ways that make sense and add value in our global context. We have worked in this way with other fields in the past (Teacher Education, Global Public Health, Law, and Business) to do just that.

Communication represents an especially rich area for collaboration with international educators. As Arjun Appadurai has pointed out, global mediascapes create and disseminate the information and ideas that shape our lives. Understanding how communication works is not just a vital skill for majors, it is essential for all global learners. Such collaborate efforts would significantly enrich both the theory and practice of global learning. ■

Communication represents an especially rich area for collaboration with international educators.... Understanding how communication works is not just a vital skill for majors, it is essential for all global learners.

MARLENE JOHNSON is Executive Director Emerita of NAFSA: Association of International Educators, the world's largest nonprofit association dedicated to international education. NAFSA seeks to increase awareness of and support for international education and exchange in higher education, government, and the community, believing that citizens with international experience and global awareness are crucial to U.S. leadership, competitiveness, and security. During Johnson's 18-year tenure, NAFSA became the leading advocate on behalf of international education, actively participating in the public and policy debates that impact the field and supporting educational exchanges as a key tool of U.S. foreign policy and public diplomacy.

FURTHER GLOBALIZING THE COMMUNICATION DISCIPLINE:

INSTITUTIONAL CHALLENGES AND OPPORTUNITIES

By Diana B. Carlin, Ph.D.

In perusing the websites of U.S. institutions of higher education, it is difficult to find one with a mission statement that does not include the words "international" or "global." Given our flat world, it is incumbent upon those of us in higher education to prepare our students for today's realities and tomorrow's continuing challenges of living and working in a global society. As this issue of *Spectra* illustrates, NCA members are decidedly engaged in a variety of international activities involving both faculty and students. Over the past 30 years, we have seen a marked increase in the number of international students in our programs, international attendees at our conferences, and growth of the Communication discipline abroad.

With communication at the heart of global understanding, our discipline needs to be a key player in campus internationalization. That said, we may be overlooking an increased role on our campuses, and traditional pathways such as international conference travel, recruitment of international students, and study abroad may face challenges for growth because of a variety of factors. This article examines both challenges and opportunities by looking at what constitutes campus internationalization, how Communication faculty can expand traditional pathways despite challenges, and what growing or new opportunities may emerge for curricular, research, and outreach expansion.

Given our flat world, it is incumbent upon those of us in higher education to prepare our students for today's realities and tomorrow's continuing challenges of living and working in a global society.

NAVIGATING THE INTERNATIONALIZATION SYSTEM

From an administrative perspective, campus internationalization is often seen as international recruitment and admissions, immigration compliance, study abroad, international student and scholar services, international scholarship programs, and English as a Second Language (ESL) instruction. Faculty typically work with the study abroad office to develop faculty-led programs or to find opportunities for their students to study independently; this type of collaboration usually leads to higher student participation. The work of internationalizing both the curriculum and research may be encouraged by an international office through incentive programs and financial support, but the work is most often left to individual faculty, research offices, or federally funded area studies centers. Centers for teaching excellence may also provide support for developing international content. However, liberal arts and regional institutions may lack much of the infrastructure to support individual faculty efforts to internationalize.

Even at an institution with an infrastructure that helps recruit potential international students—mostly at the undergraduate level—and that has resources to assist a Communication department in its internationalization efforts, navigating the system requires outreach of international administrators to faculty so they know what the opportunities are and how the system works. For example, it is not uncommon for an enthusiastic faculty member who has an international research partner or who was invited to lecture at an international university to return to campus with a signed collaboration agreement. If the university administration is lucky, someone will find out about it. Many such arrangements require commitments from the university that go beyond what an individual department can provide, and in the case of some state institutions, international agreements must be approved by governing boards. The result is that the enthusiastic faculty member sees only barriers to great opportunities for faculty and students. Likewise, without an understanding of the complexities of the visa approval system, graduate programs may admit students too late in a cycle for the student to get a visa. Others may not have determined English proficiency via phone or Skype; a graduate student may arrive on campus only to discover that internal ESL center testing reveals an insufficient English proficiency for regular coursework or a research assistantship.

In my work as a Senior International Officer (SIO) at two universities, I have seen or heard about these problems and many others. Thus, one of the major challenges in the complex, often silo-ridden university or college is information sharing and education. I would encourage Communication department chairs and graduate study directors to meet with the leadership of whatever international offices exist on campus to learn the ropes—both what to avoid and what to embrace and use. I learned quickly in my first international administration role that such offices often do not have systematic or intentional ways of reaching the faculty. We began holding luncheons with new faculty to inform them about how the system worked and what we could do for them. We also held faculty workshops on study abroad and provided funding for curriculum development. If your campus isn't doing these things, then you need to encourage them to start. It will benefit their mission as well as yours.

TRADITIONAL PATHWAYS TO INTERNATIONALIZATION

For Communication students, study abroad and international conference participation are the two obvious means of gaining an international experience. With the rising costs of a degree and cutbacks in graduate student travel funding at many universities, these avenues are more challenging. For faculty, international conference participation, sabbaticals, research trips, and programs

NCA members have a long history of intercultural and inter-group research that needs to be shared more broadly. If diversity committees don't have a Communication faculty member on them, then lobby for one to be added.

such as Fulbright provide common routes to international experiences. When travel budgets are cut or universities cannot supplement programs such as Fulbright (which often do not cover the complete salary), opportunities are limited. Faculty are accustomed to financing much of their own professional development, but rising costs of international travel and high student loan debts for new faculty may further limit conference and research options. While nothing can replace "being there," especially for gaining a broader set of international experiences, technology can provide access to global sharing. Small, virtual conferences can bring a group of global researchers with common interests together. We are all accustomed to the large conferences NCA, ICA, and other Communication organizations hold, but they are not the only way to expand global reach, especially with regards to focusing on a specific area of scholarship. Resolving the other challenges to traditional study abroad or travel, unfortunately, may require additional fundraising. Chairs need to work with deans to put international funding support on their agendas, as department chairs are often limited in what they can do.

The other traditional way to internationalize is through the curriculum, and I strongly encourage everyone to find ways to work global content into every course. At Kansas, we had grants to develop a new course or a unit in a course. It occurred to me that with a little effort, I could incorporate international content into every course I taught. Thus, my rhetoric of women's suffrage included a unit on what is happening with women's rights globally. My speechwriting class included not just U.S. inaugural addresses, but those from international leaders as well. My political debates class looked at debate formats around the world. It is an easy way to help students think beyond their borders. At Saint Louis University, we have a Center for Global Citizenship with a large screen, high-definition video board (actually 20 individual screens). Using Fuze, we held debates between our students and students in Afghanistan, South Korea, and Spain on topics with global implications. It cost us nothing but time and effort. Debate coaches in NCA have done a great deal to internationalize the discipline over the past 30–40 years. If you have a debate program, find ways to internationalize it.

Another traditional means of internationalizing is to take advantage of international students, scholars, and faculty. Ask them to speak in classes or present a colloquium on a subject that is of importance to the discipline or a set of faculty within a department. I don't think that most campuses take advantage of this expertise. There are also immigrant communities throughout the country—even in rural states. These communities provide numerous opportunities for intercultural research and service projects. All internationalization does not need to take place outside our borders.

Finally, faculty research needs to be globalized. However, because research offices are looking for high-dollar NSF and NIH funding, there is often little support for securing small grants. There are many NCA members who have secured grants on their own, and SIOs can be of help. The associations to which they belong have listservs that provide information on a wide variety of grants for internationalization projects. Ask your SIO to share that information. Look at the list of grants other NCA members have received. Have a graduate student conduct research on foundations and government funding sources.

NEW OPPORTUNITIES

It is clear that "diversity," "inter-group dialogue," and "tolerance" are words that are going to be used more often. NCA members have a long history of intercultural and inter-group research that needs to be shared more broadly. If diversity committees don't have a Communication faculty member on them, then lobby for one to be added. Department chairs need to be aggressive in letting the administration know about the research and workshop support their faculty can offer to the larger university community.

As a discipline, we often do not make ourselves and what we offer known to the larger university community. We have to shine our light more brightly and broadly.

One example is preparing students to study abroad and international students to succeed in the United States. All study abroad programs do pre-departure briefings. These briefings include some cultural training, and NCA members could add significant content to the briefings, especially at small colleges that have limited staff in their international offices. There are orientation programs for international students that could similarly benefit from our discipline's expertise.

As a NAFSA: Association of International Educators member and board member, I have noted that assessment of intercultural competencies is a major topic of discussion that is discussed at the international and regional meetings. Our intercultural researchers could help inform that work.

One of my Saint Louis University graduate students conducted a survey of international student services staffs in the United States and Canada for her master's project to learn how much intercultural communication expertise they had. The reality was that a small percentage had coursework and a high percentage indicated they want workshops on the subject. NCA members could definitely provide campus support in this area.

Centers for teaching excellence are doing more to prepare faculty to work with diverse student populations, and our pedagogical as well as intercultural research should help form the curriculum. As a discipline, we often do not make ourselves and what we offer known to the larger university community. We have to shine our light more brightly and broadly.

This is a challenging time at universities because of financial stresses on many institutions and their students. Demands, especially on young faculty, grow annually. It is also a time when universities and the country need the insights our discipline's research and pedagogical knowledge can provide. This is a time for NCA and its members to embrace the challenges and opportunities for the benefit of the larger society. ■

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Internationalizing
THE COMMUNICATION CURRICULUM

By Soumia Bardhan, Ph.D.

In the context of higher education, internationalization refers primarily to the design of an educational curriculum that will enable students to thrive in foreign countries and cultures, and in their interactions with individuals and groups from other nations. Increasingly, internationalization is becoming an integral part of higher education, offering new opportunities for students to think globally before acting locally, interact effectively and appropriately in foreign contexts and cultures, and develop global critical thinking skills.

According to the National Communication Association's (NCA) Task Force on Internationalization, created in 2012 by then NCA President Steve Beebe, internationalization in U.S. higher education, specifically in the Communication discipline, is often viewed as an option. Current NCA President Stephen Hartnett created the NCA Fostering International Collaborations in the Age of Globalization Task Force in 2015 to expand Beebe's task force work. Hartnett asserts that to remain intellectually engaged with scholarly developments abroad, politically attuned to international issues that will impact the United States, and culturally familiar with emerging international trends, the Communication discipline must continue to expand our commitments beyond studying what is national to considering texts, images, institutions, and movements that are international. One of the most effective and cogent ways to accomplish this is through internationalization of Communication curricula/courses.

THE RESULTS OF THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES' FOURTH *GLOBAL SURVEY ON INTERNATIONALIZATION* of higher education were released in April 2014. The survey found that wide variations exist among regions with respect to having an internationalization policy/strategy, with the highest proportion of respondents with such a policy being in Europe and Asia (56 percent to 61 percent), and other regions, including North America, ranging from 40 percent to 47 percent. How the benefits of internationalization were ranked also differed by region, with students' increased international awareness being top-ranked in Asia and Pacific and North America, improved quality of teaching and learning being top-ranked in Europe and the Middle East, strengthened knowledge production capacity topping the list for African respondents, and increased networking of faculty and researchers top-ranked by Latin America and the Caribbean institutions. This report was based on responses from 1,336 institutions of higher education located in 131 countries in every world region.

INTERNATIONAL "CONTENT" IN COMMUNICATION CURRICULA/COURSES

Teaching students about different countries and cultures is one of the basic approaches to internationalization. This can be incorporated in Communication curricula/courses in varying degrees through: a) area studies, b) teaching/encourage learning of foreign languages, and/or c) integrating international content into individual Communication courses.

Area Studies and the Communication Curriculum

Area studies is interdisciplinary and includes courses or sequences of courses that provide in-depth knowledge of specific geographic, national/federal, or cultural regions. The most effective and common way to incorporate area studies into Communication students' course portfolios is by encouraging them (through advising and/or curricular requirements) to take a few area studies courses or major/minor in the area studies program. One of the challenges, however, is that area studies often require a substantial commitment of time and resources, a commitment that may not be fulfilled by all. A more viable option is to include courses that focus on international issues and perspectives in undergraduate students' General Education requirements. For example, Kansas State University's "K-State 8" General Education program includes Global Issues and Perspectives as one of its important areas of General Education requirements.

Foreign Language Learning

Enhancing global competence through foreign language acquisition is becoming an increasingly popular movement within U.S. academia. Typically, Communication faculty assume this is beyond their area of expertise; however, if students are to acknowledge the relevance of being multilingual in our globalized world, encouraging them to learn foreign languages must become a strategic goal of any Communication curriculum. Most U.S. university students lack curricular opportunities to develop foreign-language competencies in their areas of academic interest. At the same time, international students lack opportunities to employ their non-English language skills during the course of their education in the United States.

The Cultures and Languages Across the Curriculum (CLAC) movement emphasizes the development of effective, meaningful, content-focused language use outside traditional language classes. And, the movement stresses that writing and speaking are more active language tasks than simply reading. Building on these insights, the CLAC model establishes small study groups led by foreign students as a vehicle for reading supplementary non-English language readings relevant to a course. The readings are then summarized and brought into the larger course discussion. CLAC enlists international and multilingual students as Language Resource Specialists to prepare target language materials for use in courses that would not usually include such materials. The long-term goal of the

CLAC movement is to establish a campus-wide expectation that students will be able to make meaningful use of any language they know in any class, at any level, anywhere in the university curriculum. CLAC can be modified to fit any institution or curriculum; Communication departments and faculty, through their institutions, can become CLAC Consortium members and work together to integrate language and cultures into their curricula/courses.

International Content in Individual Courses

A less challenging and often-pursued option is to integrate international content into individual courses. For example, Communication faculty can transport relevant knowledge of a specific region into the Communication courses they teach. Intercultural Communication courses generally incorporate the most substantial focus on international content. However, every course can potentially include at least a few international examples. Faculty can also use international sources as references and introduce scholarship from non-U.S. academic contexts in their courses.

One particularly valuable strategy for integrating international content into a Communication course is to collaborate with faculty in another country and/or local faculty with international experience for instructional design, team-teaching, and/or guest lecturing. Communication faculty may pursue such efforts by networking and inviting colleagues with relevant experience and expertise to help them internationalize a course. Yet another way is to assign collaborative student projects and in-class activities that include domestic and international students. New technologies can facilitate such cooperative ventures and enhance the international quotient of a course. Specific examples include using online collaborative tools and videoconferencing through Skype, FaceTime, etc. to bring together students from disparate cultures/geographic locations to learn with and about each other, team with a classroom overseas, invite guest speakers from different parts of the world through lecture capturing tools, and so on.

The State University of New York Collaborative Online International Learning (COIL) Center has pioneered a pedagogical approach for using technology to advance internationalization of teaching and learning. COIL Director Jon Rubin first piloted the COIL approach in the film courses he taught at State University of New York at Purchase, in partnership with faculty at the European Humanities University in Belarus. Using the COIL pedagogy, faculty members in two or more countries collaborate to design a syllabus and co-teach a course (or module), and students in each class work together online to complete assignments. The COIL method can be applied to courses in any academic discipline, including Communication; in fact, connected classrooms can often be completely different courses even though faculty jointly develop a syllabus for the COIL portion.

Another emerging strategy for internationalization using technology is global delivery of for-credit online courses. Several Communication departments in U.S. universities offer online courses, usually administered through their global campuses. Students from various cultural and national backgrounds (and geographies) can take these courses, which advance the internationalization efforts of a department/university.

TRAVEL AND EXCHANGE PROGRAMS

The second major and popular approach to internationalize courses is through travel programs and exchange of students and/or faculty between U.S. and international institutions.

Student Programs

There are two types of travel programs: long-term and short-term. Long-term programs last a semester to a year, and these are often most popular among students. There is a "more is better" mentality associated with long-term programs; because of the longer duration of stay/immersion in a foreign culture, these programs are considered to have more impact on student development. However, short-term programs, which last from two weeks to three months, are gradually growing in popularity among students in U.S. universities. These are especially ideal for those with family/job responsibilities, those with limited financial resources, and/or those who are not ready for long-term immersion emotionally, linguistically, or otherwise. Research shows that short-term programs, if not academically rigorous, often resemble vacation study programs. However, if well-planned, these programs can offer an intensive and focused experience.

In addition to travel programs, international exchange programs can facilitate the movement of an entire cohort of students across countries. The Fulbright Foreign Student Program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, is the flagship international educational exchange program sponsored by the U.S. government.

As Communication departments across the United States encourage more students to participate in travel and exchange programs, support is being made available for faculty to direct travel courses that focus on cross-/inter-cultural dynamics, intercultural dialogue, intercultural competence development, and so on. Examples include Colorado State University (Italy); University of Colorado Denver (China); Penn State (Vienna, Morocco, and India); and Kansas State University (Japan, France, and Spain). Communication majors are also advised to participate in programs offered by organizations such as the Council on International Educational Exchange (CIEE), a nonprofit, non-governmental organization and world leader in international education and exchange.

INTERNATIONALIZATION RESOURCES

NAFSA Resources for Internationalizing Teaching and Learning—This report, published in 2012, provides a number of sources pertaining to the training of postsecondary educators on internationalization, including exemplary internationalization practices.
www.nafsa.org/_/File/_/2013_tls_flyer.pdf.

The IIE Center for International Partnerships in Higher Education—The IIE Center for International Partnerships in Higher Education assists higher education institutions in developing and sustaining partnerships around the world.
www.iie.org/Work-With-Us/Build-International-Partnerships.

International Academic Partnership Program—This program, an initiative of IIE's Center for International Partnerships in Higher Education, seeks to increase the number of international partnerships between higher education institutions in the United States and abroad.
www.iie.org/Programs/International-Academic-Partnership-Program.

TIPS TO ENHANCE THE RIGOR OF SHORT-TERM TRAVEL PROGRAMS

- Role as academic director: Know expectations, be committed, be hands-on, have cultural competence/site knowledge
- Have a strong academic component: Clear course goals and objectives, detailed syllabus/itinerary, relevant readings/assignments, be mindful of student interests/integration into individual curriculum
- Use an emic model (Dawn Grimes-MacLellan, 2005)
  - Instill that local or native concepts, categories, and worldview are important
  - Focus on observation, reflection, dialogue/discussions, application
  - Encourage interaction with host community
- Design opportunities for debriefing, reflection, and reintegration upon return

STUDY ABROAD AND EXCHANGE PROGRAM RESOURCES

Council on International Educational Exchange—Programs include study abroad, teach abroad, high school study, and gap-year programs; international faculty development seminars; summer work and travel exchanges; internships; professional training programs; and volunteer opportunities.
www.ciee.org

Study Abroad—This portal provides information pertaining to several student exchange programs.
www.studyabroad.com/worldwide

Enhancing the international experience and global competence of faculty is vital to the success of a Communication course.

Faculty Exchanges and Other Opportunities

Enhancing the international experience and global competence of faculty is vital to the success of a Communication course. To that end, university-to-university exchange agreements facilitate the movement of faculty between U.S. and international institutions, with different institutions offering different opportunities. The Fulbright Scholar Program sends U.S. faculty members abroad each year, typically for a year, for a combination of teaching and research. The Fulbright Visiting Scholar Program brings overseas faculty to the United States. Visiting faculty appointments to an international university may be available for a semester or a year or more; for example, the University of Colorado Denver (CU Denver) appoints visiting faculty to its International College at Beijing, which is a joint education program between CU Denver and China Agricultural University in Beijing, China.

If full-time exchanges are too time consuming, shorter opportunities to gain international experience may be pursued, such as participating in international conferences. For example, NCA has occasionally sponsored or co-sponsored international conferences, such as the NCA Summer Conference on Intercultural Dialogue held in Istanbul in 2009. The International Communication Association co-sponsors a slew of international conferences as well.

International Research: Graduate Students and Faculty

Faculty and (graduate) students both benefit from attending international conferences, which result in new connections with international peers that may evolve into a wide range of research and publication possibilities. If support for U.S. students and scholars to attend international conferences is limited, a related activity often is to invite international students/scholars to serve on a panel at a U.S.-based conference. These visiting panelists help bring an international perspective to the conversations. NCA hosts an International Scholars Reception at its Annual Convention to help promote dialogue between U.S. scholars and their colleagues abroad.

The most significant impact comes from international research collaboration that usually involve faculty, but can and often does include graduate students. Such projects typically depend on connections established through one of the forms of internationalization mentioned previously. One distinct advantage for graduate students who study abroad lies in the connections they make with locals, which can result in significantly expanded international research opportunities. The Center for Intercultural Dialogue, a project of the Council of Communication Associations, facilitates connections among Communication scholars studying intercultural dialogue, as well as intercultural dialogue among Communication scholars throughout the discipline, by encouraging international collaborative research, serving as a source for grants, and serving as a clearinghouse for information.

INTERNATIONAL RESEARCH RESOURCES

Center for Intercultural New Media Research (CINMR)—CINMR consists of 350 research associates in 50 countries representing 220 universities worldwide. In addition, CINMR includes Student Research Associates. Graduate students are welcome to join CINMR. The names, university affiliations, and countries of graduate students are listed on the CINMR public website.
www.interculturalnewmedia.com

Society for Cross-Cultural Research (SCCR)—SCCR is a multi-disciplinary organization. Its members share a common devotion to the conduct of cross-cultural research. SCCR members are professionals and students from several social science fields.
www.sccr.org

School for International Training (SIT) Graduate Institute—This institute of higher education focuses on internationalization studies.
www.sit.edu

For faculty to successfully include international content in their courses, design and direct travel programs, create online courses, teach using technology, and/or engage in international teaching and research experiences, multiple stakeholders must be invested.

CONCERNS AND COMMITMENTS

It must be kept in mind that many benefits (of studying abroad, getting a second major/minoring in area studies, studying a new language/s, etc.) are accessible only to students with financial resources, often leading to an unequal sharing of the profits of internationalization. There is often an overdependence on international students to produce a more internationalized institutional culture/curricula/course, turning them into internationalization agents. While this may be the expectation of universities and faculty, it is observed that: a) domestic students frequently resist or at best are neutral about undertaking joint academic projects or engaging socially with foreign students (unless specific programs/assignments are developed by the university or faculty) and b) international students tend to band together and ironically often have a broader and more meaningful intercultural experience on campus than domestic students.

It must also be remembered that for faculty to successfully include international content in their courses, design and direct travel programs, create online courses, teach using technology, and/or engage in international teaching and research experiences, multiple stakeholders must be invested: a high level of institutional commitment is needed; department chairs/deans must approve changes in course schedules, authorize course releases, provide financial support, and so on; faculty champions must be willing to internationalize and experiment with their courses; centers for teaching innovation must be willing to share emerging practices and provide direct assistance to individual faculty; instructional designers must help faculty and students use learning management systems and advise faculty in creating online collaborative assignments; international education or programs offices must identify partner institutions and manage the partnerships; and information technology specialists must help faculty determine which technologies best suit their instructional needs and proper functioning of those technologies. The success of any effort toward internationalizing Communication curricula/courses must address these concerns and seriously consider the commitments. ■

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Internationalizing Students' Intercultural Conversations: Experiences from Central Minnesota and Kenya

By Eddah M. Mutua, Ph.D.

Communication scholars need to rethink how what we teach gains in relevance as minority groups all over the world endure increasing intolerance and hatred.

Since its inception, NCA has embarked on initiatives that showcase the application of Communication to advance humanity, social justice, and organizational goals. More than a century later, the NCA Fostering International Collaborations in the Age of Globalization Task Force is addressing this broad mission in an age of expanding globalization and conflict. Additionally, the American Council on Education Model for Comprehensive Internationalization provides a forum for faculty and administrators to advance internationalization efforts. As Jennifer Johnson has noted, "the centrality of communication [must be understood] as both a critical process in changing a world and a key to understanding the changes occurring in that world."

In pursuing these ideals, NCA has partnered with the Southern Poverty Law Center (SPLC), Campus Compact (CC), and the American Association for Higher Education (AAHE) to fight hate and hate crimes through a project called "Communicating Common Ground." Since 2000, Communication programs have submitted proposals to engage students by promoting diversity and tolerance through Communication instruction and partnership with K-12 schools or community groups.

In 2006, the Department of Communication Studies at St. Cloud State University submitted a proposal that outlined how university students enrolled in my Intercultural Communication class could collaborate with a select group of culturally diverse high school students to strengthen mutual co-existence in their respective schools. Our desire to respond to the call was driven by the need to address urgent problems in the St. Cloud area.

One area of notable concern included recurring acts of prejudice and violence toward Somali students made on the basis of claims that such students do not belong in Minnesota or in the United States. Many white students demanded that Somali students return to Somalia, regardless of their refugee status or even United States citizenship. Ignorance fueled hostility and claims that Somalis were in the community for social benefits and to force their religious beliefs on a Christian community. The dislike for everything Somali was justified by xenophobic rhetoric such as, 'This is America. If you are in America, do what Americans do.' The Somali students could not comprehend the attitudes of the white students and their resulting behavior, or the history of racial conflict in the United States. This lack of understanding led to frequent tension and even physical conflict, as both groups claimed St. Cloud as their home.

Communication scholars need to rethink how what we teach gains in relevance as minority groups all over the world endure increasing intolerance and hatred. Audre Lorde's declaration that "the master's tools will never dismantle the master's house" is a call to expand the scope of scholarship and pedagogy to disrupt dominant ideological positions that marginalize minority groups. These tools must aim to deconstruct the narratives we create about the "other" and how they are circulated. As Sorensen et al observe, "students need to be provided with specific tools to engage and collaborate with people who are different from themselves." To this end, Michelle Holling urges us to "embrace pedagogies that require we rethink how marginality and the center manifest in our classrooms."

PROJECT OVERVIEW

When NCA accepted our proposal to participate in "Communicating Common Ground," we established a partnership between St. Cloud State University and two local high schools. In the spring of 2007, we started a service-learning project under the same name as the larger initiative—"Communicating Common Ground" (CCG)—to seek ways to minimize hostility toward Somali refugee students.

When we began the project, we assumed it would help to "fix" things. Female Somali students were eager to know how to respond when students directed racial slurs toward them or when white male students tried to pull off their hijabs. From 2007–2010, the focus was prescriptive, using an approach that sought to transform how Somali students responded to prejudice.

Students' experiences of conflict in both Central Minnesota and Kenya set a context for broadening mutual understanding and awareness of communication as a tool to enrich learning about peaceful co-existence.

This approach changed when three high schools from small towns in Central Minnesota and one private high school in Kenya joined the program. The students in these schools did not have the same experience as their peers in St. Cloud. The new Minnesota students introduced their struggles with issues of rural-urban tensions, bullying, homophobia, mistreatment of people with disabilities, religious prejudices, and hostility toward Latino communities.

The Kenyan students brought an understanding of the conflict in their country over the years, conflict that stemmed from hostility among diverse ethnic groups; security concerns at the Kakuma refugee camp, home to 40,000 registered Somali refugees; and devastating terrorist attacks by Al-Shaabab. They also explained the role of government in creating policies that favor particular ethnic groups and fuel tensions throughout Kenya.

Though distinct, students' experiences of conflict in both Central Minnesota and Kenya set a context for broadening mutual understanding and awareness of communication as a tool to enrich learning about peaceful co-existence. The dialogue led to new ways to coalesce the theory and the practice of intercultural communication to bolster knowledge and skills for harmonizing cultural diversity. Our focus shifted to conversations about "what we can do together." This dialogic approach to community problem solving was intended to nurture a collective commitment to promote peaceful co-existence. Diana Eck describes such an effort as "reimagining communities anew," which recognizes that "a complex society, as ours now is, depends on an infrastructure of communication."

SPECIFICS OF IMPLEMENTATION

We endeavored to pursue the aforementioned objectives by developing a pedagogy that unites academic learning with real-world experiences and hands-on learning. This involved a course redesign that articulated learning objectives, content, and activities that would prepare students to see their efforts within a commitment to a more tolerant world. In redesigning my class, I sought to align student learning outcomes to the CCG's goals. We used theoretical frameworks to prepare university students for facilitating dialogue sessions between high school students in Minnesota and Kenya, including theories of intercultural conflicts, social contact theory, face negotiation theory, co-cultural theory, and musings of global citizenship. Such theoretical understandings provided the foundation for structured dialogue sessions that were designed to welcome diverse perspectives about peaceful co-existence.

Working with university students as dialogue facilitators during CCG sessions enabled us to develop increasingly effective protocols for face-to-face and Skype conversations between Minnesota and Kenyan high school students. Face-to-face sessions were highly structured, with assigned topics such as "Be the Change you wish to see in the world," "Bridge building in a diverse world," and "Embracing cultural differences." The Skype session topics ranged from general interest subjects such as popular culture, technology, sports, and a common dislike of homework, to controversial issues such as policing and economic inequalities. Our university students were given an opportunity to learn about ethnic conflicts, their causes, and management in the Kenyan context, politics of Western domination, LGBTQI rights, and women's rights.

These intercultural encounters helped all the students empathize with victims of prejudice and violence and gain a deeper understanding of the interconnectedness of the world. Students became more aware that what happens in the United States affects Somali and Kenya, and vice versa. Minnesota students learned that U.S. foreign policy in Somalia and the Middle East is a factor that has been blamed for terrorist attacks in Kenya by Al-Shaabab and Al-Qaida. They were also able to understand that

The project was extremely important in helping the university students see the intercultural skills they were developing as both ethically and professionally relevant to a globalized world.

war in Somali has led to Somali people being dispersed all over the world, including in the United States and Kenya. Learning about these broader factors beyond the stereotypical and prejudicial depiction of Somalis was useful in helping U.S high school and college students to create new narratives expressing commitment to peaceful co-existence in their communities.

LESSONS LEARNED

In the last ten years, we have endeavored to engage students as agents of change in disparate communities that are divided by racial, ethnic, economic, religious, and political differences. Without a doubt, our experience does not provide a one-size-fits-all solution to the aforementioned problems. Nonetheless, we have observed that progress can be made in overcoming the all-too-frequent divisiveness among various cultural groups, and we hope others will attempt analogous projects.

The project was extremely important in helping the university students see the intercultural skills they were developing as both ethically and professionally relevant to a globalized world. In addition, the project provided lessons related to logistical tasks such as time management and time zone differences, planning for dialogue sessions during school hours, securing funding for student meals, and finding teachers to work with from all the participating schools.

In conclusion, CCG provides the opportunity to embrace modes of intercultural communication praxis to expand learning about co-existence in a global world. As such, our discipline can help find answers to some of the most urgent problems facing the world today by identifying why, what, where, and how efforts to promote co-existence are to be directed. ■

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REFLECTIONS ON BEING A STRANGER IN A FOREIGN LAND

The University of Macau in Macao.

By Todd L. Sandel, Ph.D.

In 1944, scholar Alfred Schütz, known for his writings in sociology and phenomenology, published "The stranger: An essay in social psychology." He claimed that while most people operate according to the "cultural pattern" of a standardized scheme, with common-sense "recipes" for how to act and interpret others' actions, the stranger experiences the world differently. Such a person has moved from the familiar to the unfamiliar, and thus experiences a "crisis": The stranger "has to place in question nearly everything that seems to be unquestionable to the members of the approached group" (p. 502). What is seen by "in-group" members as an objective, standardized way of navigating the world, to the stranger is experienced as a "subjective chance" that depends more on "personal circumstances and faculties" than an objective, impersonal system that is open to all.

It is not difficult to see how Schütz's essay was motivated and informed by his personal experience. A Jew and native of Austria, facing the threat of Hitler's rise in Germany, in 1939 Schütz moved to the United States and joined The New School. When he wrote "The stranger," he had lived in the United States for three years, experiencing life as a stranger. In an America where anti-Semitism was widespread, impacting both public policy and private actions, he, too, was affected. He followed news of the war in Europe, seeing that the outcome was uncertain and unknowable, and that the chance of him returning to Austria, the country where he had lived most of his life, was lessening. He was the stranger in America—an exile and refugee—seeing the cultural patterning of life there from the perspective of the questioning outsider. And he must have felt the "doubtful loyalty of the stranger," because of both the prejudice of the inside group and his own unwillingness to blindly and unquestioningly adopt the cultural pattern of the host.

Schütz's concept of the stranger provides a lens for understanding my personal and professional experience in Macao (Special Administrative Region of China). His work points to an understanding of the stranger as both a person (who crosses from one context to another), and a perspective (someone who does not understand the unwritten and unquestioned rules and patterns of the in-group, and must learn and adapt). This piece is my attempt to describe the opportunities, challenges, and rewards associated with serving as a Communication scholar and professor overseas, outside the United States.

As a stranger, I perceive that the cultural patterning of life that other in-group members may unquestioningly accept is something that I find novel at best, and problematic at worst. I could give many examples to illustrate, most quotidian. For example, when greeting people in the morning, most people (who are Chinese or "Asian" looking) see my face and don't say anything. They are not sure if I could understand what they would say, just as I am not sure if I should acknowledge their presence by saying "good morning" in English, Mandarin, or Cantonese. Many times, we simply ignore each other.

Less quotidian examples involve encounters with Macao's complex bureaucracy. One challenge that I faced soon after arriving was to receive permission for my spouse to join me. Macao requires proof of a spousal relationship not only via a wedding certificate, but also official documentation that a spousal relationship still exists. (Macao's land area is very small, and while it is open to millions of tourist visitors, it strictly limits the number who can live and work within its borders.) Because we were married in Taiwan, we had to make a trip to Taiwan, visit a government office with a record of our 20-year marriage, and ask the clerk to produce a document stating that we were still married, and that our names, listed in Chinese on the wedding certificate, were the same as the English names on our U.S. passports. With the document in hand, we returned to Macao, filled with uncertainty. Our anxious experience—albeit far more benign—echoed the "passology of exile" that Schütz and others faced when trying to secure visas to remain in the United States in the 1930s and '40s.

Another example comes from my role as chair of the University of Macau's Ethics Panel (this university's IRB). Administered by the Portuguese for more than 400 years, and only since 1999 administered by China, Macao has developed laws and bureaucratic procedures based upon both systems. When I was working with colleagues to write a template for an Informed Consent Document, it was pointed out by a colleague from the Faculty of Law that the language I had used to describe a minor as "a person under the age of 18" was incorrect. Following Portuguese law, Macao considers persons aged 14 to 17 to be "consenting minors." Therefore, such persons are legally able to grant consent. However, other nearby administrative regions where many scholars conduct research (e.g., China, Taiwan, Hong Kong) do not have this category of consenting minor. How could we write a document that simply states the age of consent? I have yet to find a solution.

Schütz noted that the stranger's loyalties may be seen as suspect, and I sometimes experience this in my position. While there are other "foreign" scholars who

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hold important administrative posts at this university, such as department head or associate dean, there is an unstated preference for appointing Chinese scholars to leadership positions. Despite my efforts to adapt and learn local cultural ways, I can never be accepted as a full-fledged member of the in-group. I am a foreigner here—albeit a privileged and well-paid one. It is necessary at times to exercise self-censorship, and to avoid discussing certain "political" topics. I am cognizant that during the height of the "Occupy Central" protests in Hong Kong, a colleague who encouraged students to observe too closely lost his position. Thus, when asked to comment or vote on a proposal that has come down from "upper management," I do not protest too loudly. I have adopted the attitude, as expressed to me by a colleague who like myself is a stranger: "This is not my country."

Yet despite these challenges, I do not regret my decision to leave the United States. As a young university (established in 1981), located in a dynamic and growing economy, this institution is expanding, innovating, and attracting scholars from across the globe. For example, in the Department of Communication, which has 22 full-time academic instructors, my colleagues hold terminal degrees and passports and/or identities from many nations and regions. The University of Macau receives the highest global ranking services scores for the internationalization of its faculty. I am not the only stranger here.

While working in a department where colleagues come from across the globe is a draw, the resources that are available for scholarly work are even more important. Unfortunately, many U.S. state governments are underfunding higher education, adversely impacting the quality and quantity of resources available for scholars. The situation at my institution, however, is different. I may apply for internal grants to cover the expense of attending conferences or traveling for research. The latter is important as I am a scholar who believes that communication is situated in a context, necessitating field trips to gather and interpret data. This institution also has a well-funded library that purchases subscriptions to the databases that I need. (Unlike in other places in China, internet access in Macao is not censored.) The library has an extensive and expanding collection of books and work in Communication, and purchases almost every new title that I recommend. Hence, I have found that when looking for recent books in Communication and related subjects, the University of Macau library has more volumes than my former institution, the University of Oklahoma. And it must be noted that the internet has made a tremendous difference in terms of access to journals and other scholarly information.

Another area of concern is the quality of teaching and interaction with students. As can be expected, my experience here is qualitatively different. English is the language of instruction for all the courses I teach. However, as most students were educated either in Macao or China, English may be their second (or third) language. Thus, I may modify my teaching style and speak more slowly; sometimes when lecturing, I may break the unwritten rule of "English only" in the classroom, and explain concepts by speaking alternately in English and Chinese. I also tend to assign less reading, and spend more time helping students edit and improve their writing. These are all challenges.

Yet there are benefits to teaching here. One is to assign students to read my work, which comes primarily from Chinese contexts, and to hear and read their responses. Students will often point me in new directions for future research. It is also interesting to observe that when readings from "standard" American textbooks are assigned, I must explain cultural biases that may be evident in such work. The cultural frame of reference is shifted, and I find it stimulating to present and critically examine work published by U.S. scholars who do not realize their cultural biases. Thus, I find the teaching experience creates what Bakhtin might call a "surplus of vision," meaning that I can see and understand more when using scholarship produced in the United States than I would if I were presenting these same materials to U.S. students.

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A related benefit of teaching here is the opportunity to work with M.A. and Ph.D. students who develop interesting and innovative research topics. Over the past five years, I have supervised and completed 11 M.A. theses, and am currently supervising four Ph.D. students. Each has developed an interesting research project. For example, one M.A. student researched the romantic relationships between Westerners and Chinese living in Macao, another studied the impact of social media on the experiences of Mainland students in Macao, a third studied the acculturation and identity of Macao's "new immigrants," a fourth studied how young people mixed Cantonese and Standard Chinese in messages posted on WeChat, a fifth conducted an in-depth ethnographic study of Chinese immigrants to Sevilla, Spain, and a sixth studied the concept of the "Leftover Women" of China. These are topics that emerge from this context.

In sum, there are advantages and disadvantages to working here. But as I write this, recent events in the United States have brought me even closer to understanding Alfred Schütz's perspective. Just as from afar—a place of relative safety—he watched his land of birth torn asunder by the horrors of war, I sadly watch from afar—a place of relative safety—my land of birth disrupted by the rancor and policies of the Trump presidency. The 20th century was the "American century" when many prominent and budding scholars, from Europe, the Middle East, Africa, and Asia, left their homes to take up positions and establish careers in institutions across the United States. Now, at what may be the end of the American century, will we see a reversal? Will increasing numbers of U.S. scholars pursue opportunities elsewhere? No one can know for certain; each decision is essentially personal. Yet I imagine that more American scholars will reassess their situation, and embark on a career as a stranger abroad, following a path Schütz described many years ago. ■

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The Fulbright Program and the World Mind

By Clifford G. Christians, Ph.D.

Nkrumah Hall at the University of Dar es Salaam in Dar es Salaam, Tanzania.

Since its inception in 1946, the Fulbright Program has earned accolades as the most influential program of educational exchange in North America. More than 160 countries have participated, with 8,000 grants provided annually. The current ratio of awards is typical of the program historically: 1,600 U.S. students, 4,000 foreign students, 1,200 U.S. scholars, and 900 visiting scholars. Students, faculty, and administrators in Communication and Journalism are included; many of us have been involved, and most of us know "Fulbrighters" as colleagues or from our roles at host institutions. I appreciate this public forum for representing those of us who have participated, with the hope that it multiplies our involvements, and in the process strengthens the world mind of our field.

My story revolves around the Fulbright Specialist Program. While many Fulbright awards are a semester or full year in length, Fulbright Specialist Faculty serve from two to six weeks—in my case, in Finland, Tanzania, and Ukraine. Step one is qualifying for the program. Requirements are a Ph.D. or other terminal degree and five years of post-doctoral teaching in an accredited U.S. college or university, with preference given to experienced scholars. In addition to providing the standard educational credentials, applicants must provide a statement of motivation and of their potential contribution to overseas education. In this program, Fulbright does not accept personal study or research as the rationale, but insists on activities that benefit host institutions (i.e., curriculum and administrative assessments, lectures, seminars and courses for students, and workshops for faculty). Fortunately for the wide-ranging discipline of Communication, specialties include popular culture, music, and information technology. But our applications compete with scholars from across the liberal arts and sciences, and many of the disciplines enjoy long-standing recognition in the academy. Our success depends on emphasizing the international and cross-cultural character of our technologies and the revolutions they are fostering in education, politics, and culture.

When granted official acceptance to the Fulbright Specialist Program, requests from international universities begin to appear. I did not respond to many of them, as their time frame and particular concerns did not match my own. My experience followed the typical pattern—specific universities familiar to me initiated correspondence, and we worked out a schedule and potential agenda. A detailed "Project Request Statement" from the host institution puts the program officially in motion, and it requires not merely a faculty sponsor who can justify all activities, but also administrators' endorsement and willingness to underwrite lodging, meals, and in-country travel.

My first Fulbright host was the University of Tampere, home of the senior Journalism and Mass Communication program in Finland. I had traveled there for lectures and research projects on several occasions, and Illinois and Tampere faculty have periodically visited one another's campuses. My six weeks at Tampere centered on media ethics. While faculty there conducted individual initiatives in this specialty, and some collaborated with United Nations human rights programs, the university wanted to institutionalize communication ethics in the curriculum and strengthen its Ph.D. identity. I taught a demonstration seminar for doctoral students, gave lectures at Tampere and Helsinki, wrote a curriculum proposal that was international in theory and professional practice, and consulted with faculty on their research and teaching.

My second Fulbright experience was hosted by the University of Dar es Salaam in Tanzania. I had visited Dar es Salaam before and had taught a Communication course at St. Augustine University in Western Tanzania five years

The University of Tampere in Tampere, Finland.

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earlier. As an editorial board member of *African Journalism Studies*, and as a periodic lecturer on the continent, the academic context of the university's Department of Journalism and Mass Communication was generally familiar. I was an external reviewer for the Ph.D. degree of the host professor, and the faculty's work on young democracies was a stimulus for my own. The University of Dar es Salaam proposed to Fulbright four reasons for approving their invitation: The school is revising its curricula and an experienced scholar adds value to the project; the school has young academicians (faculty and doctoral students) who need training in research; the university is emphasizing publication, and knowledge of the international networks will enhance this goal; and theories of communication must be developed further, requiring teaching and workshops.

Ukraine was the third venue for my Fulbright Specialist Program. The Fulbright Program is especially active in this country; my activities were hosted by the Fulbright office and the American Embassy in Kiev, and by the Ukrainian Catholic University (UCU) in Lviv. UCU is known as a corruption-free alternative in higher education, and its School of Media Communication, with the Institute for Ethics and Contemporary Issues in the Philosophy Department, have given communication ethics priority in the university and throughout Ukraine. My Fulbright schedule was determined by my need to present publicly a Ukranian translation of one of my books on ethics, as well as a plenary address at a major conference on ethics and crisis, though the activities were delayed by military operations in the Crimea. An intense and intellectually demanding schedule followed the typical Fulbright agenda: public lectures, workshops and consultations with faculty, teaching a course on International Communication Ethics, conference participation, and discussions with Fulbright scholars from Ukraine who had studied in the United States—including a Linguistics Professor at the Ivan Franko National University who was a Fulbright Scholar at the University of Illinois in 2003.

The American Embassy in Kiev, Ukraine.

While the Fulbright Specialist Program centers first and foremost on benefiting the host university, its effect on an academic's world mind is tangible and irreplaceable. Fulbright scholars speak constantly of globalization and expect of one another that our scholarship is world class. International initiatives are commonplace and urgent. We typically consider the networked planet our research home, and we speak easily of the new information age and the upheavals it is causing across the globe. However, thinking of myself primarily, developing an authentic world mind is elusive and complicated. We rarely disagree that our educational task is cosmopolitanism. But if that only means extending the local to the world, it's not a new way of knowing, only a reiteration of the first introduction of the term *kosmoplitēs* in the 4th century BCE. The world mind, properly understood, is a new way of thinking that turns on its head the local-to-world equation. The point is not to doggedly expand our curriculum, research agenda, and organizational policies beyond our parochialism, but to reverse radically Communication as a discipline—the transnational becoming center and our educational and professional venues the periphery.

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higher education requires the collaboration of all dimensions
of the Communication discipline.

The other-nation immersion of the Fulbright Specialist Program helps one live that reversal. Cosmopolitanism during the weeks of preparation, on-site struggle, and unending follow up is no longer an innocuous fragment of educational life, but a new intellectual trajectory. Instead of imbibing a neoliberal arc or advocating well-intentioned development strategies, the global imaginary becomes for Fulbright Specialists, by necessity, our conceptual structure. Ensuring that a substantive world mind is sustainable in higher education requires the collaboration of all dimensions of the Communication discipline. The global imaginary of the Fulbright educator can be a contributor. ■

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FULBRIGHT-HAYS 101

2016 marked the 55th anniversary of the enactment of the Fulbright-Hays Act, the basic charter for U.S. government-sponsored educational and cultural exchange. Fulbright-Hays grants are funded by a congressional appropriation to the U.S. Department of Education, and are awarded to individual U.S. K-14 pre-teachers, teachers, administrators, pre-doctoral students and postdoctoral faculty, and institutions and organizations. The grants are divided among four programs in areas abroad, with a focus on non-Western language regions: doctoral dissertation research, group projects, seminars, and faculty research.

Fulbright-Hays grantees use their awards to support the internationalization of the United States' educational infrastructure by focusing on foreign language and area expertise, collaborating with minority-serving institutions and community colleges, and facilitating programs that expand global opportunities for K-16 educators. Scholars spend three to 12 months immersed in a project, in places such as Cameroon, Algeria, Istanbul, and Kabul, and their work has impacted institutions, students, and community members around the world.

Learn more about the Fulbright-Hays grants at **https://exchanges.state.gov/us/program/fulbright-hays-program.**

CAREER OPPORTUNITIES

Assistant Professor/Instructor of Speech
Berry College

The Department of Communication at Berry College invites applications to fill the following opening, beginning Fall 2017: Visiting Assistant Professor/Instructor of Speech. This is a non-tenure track position renewable up to three years. Responsibilities include teaching Public Speaking and possibly another course based on credentials (4-3 load; 7 courses per year).

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Send application letter, curriculum vitae, and three letters of recommendation to: Dr. Brian Carroll, Chair, Department of Communication, Berry College, P.O. Box 490299, Mt. Berry, GA, 30149-0299 (E-mail: bcarroll@berry.edu). Review of applications will begin in mid-March and continue until the position is filled. The Communication department, one of the larger departments in the college, features co-curricular programs (student publications, student multimedia station, and forensics) that consistently earn regional and national awards. For more information on our program, please visit our website at: **www.berry.edu/academics/humanities/communication**.

Located on more than 27,000 acres in northwest Georgia in a setting of great natural beauty, Berry College provides an integrated education that unites a challenging academic program with great opportunities for spiritual and moral growth, work experience, and significant service to others. See more at: **http://www.berry.edu/hr/jobdetail/?jobid=51539621678.**

Women and minorities are strongly encouraged to apply.

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LGBTQ Studies in Communication, and the Prospects and Perils of Queer Pedagogy
Led by Charles E. Morris III, *Syracuse University*

Zika, Ebola, and Health Communication: Teaching and Conducting Research on the Interaction of Health, Health Care Contexts, and Communicative Processes
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