

How NEIU Engages International Education & Diversity

Dr. Cris Toffolo
Northeastern Illinois University
Chicago, Illinois USA



December 9, 2019

Key Questions

- 1. What are NEIU's internationalization priorities, policies and strategy?**
- 2. What processes and programs does NEIU use to integrate international students into the university?**
- 3. How does NEIU address issues of tolerance, diversity, and intercultural dialog?**

Comprehensive Internationalization - NAFSA

- ▶ an imperative, thrust upon universities, by the global reconfiguration of economies, systems of trade, research, communication, and by the impact of global forces and problems on local life.
- ▶ This necessitates a commitment - confirmed through action - to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education.
- ▶ Must be embraced by the university's leadership, faculty, staff and students.
- ▶ Shapes a university's:
 - ethos and values
 - external frames of reference, partnerships, and relations.

Comprehensive Internationalization - ACE

- ▶ **A strategic, coordinated process that seeks to align & integrate politics, programs and initiatives to position a university to be more globally oriented & internationally connected.**

- ▶ **Focuses on change in 6 target areas:**
 - **Articulated institutional commitment**
 - **Leadership by administration: structure & staffing**
 - **Curriculum, co-curriculum & learning outcomes**
 - **Faculty policies & practices**
 - **Student mobility**
 - **Collaboration & partnerships**

Key Question No. 1

What are NEIU's internationalization priorities, policies and strategy?

NEIU's Priorities Historically:

- ▶ **Semester student exchange**
- ▶ **International student recruitment**
- ▶ **Visiting Scholars**
- ▶ **International conferences**

Now Adding:

- ▶ **Dual degree programs (2+2, 1+1, etc.)**
- ▶ **Integration of IE into the core curriculum & co-curriculum**
- ▶ **More exchange of faculty**
- ▶ **Service learning and internships**

NEIU's Policies

- ▶ **FERPA compliance**
- ▶ **Vaccinations required**
- ▶ **Health Insurance required**
- ▶ **Full access to consulting and career services**
- ▶ **Event activities report**
 - **NEIU requirements**
 - SEVIS notification requirements**
- ▶ **Full support through OPT completion**
- ▶ **Emergency preparedness**

NEIU's Strategies

- ▶ **Intensifying existing institutional partnerships to add dual degree programs, more joint research and faculty exchanges**
- ▶ **Achieving balance in exchange relationships**
- ▶ **Out-reach to community colleges & student success programs**
- ▶ **Adding new institutional partnerships that advance faculty research & teaching needs & student interests**
- ▶ **Increasing number of degree-seeking international students**
- ▶ **Adding international service opportunities in short term, faculty-led study tours**

Key Question No. 2

**What processes
& programs
does NEIU use
to integrate
international students
into the university?**

Integrating International Students

- ▶ Pre-arrival orientation packets
- ▶ Airport pick up
- ▶ Day-long orientation session
- ▶ The Free Store
- ▶ Student Ambassador Program
- ▶ Buddy system
- ▶ 3rd week check-in
- ▶ Weekly lunch table
- ▶ RA training & dorm activities
- ▶ Integrated bus travel
- ▶ Better education of faculty
- ▶ Core curriculum requirement on IE

Key Question No. 3

**How does NEIU
address issues of
tolerance, diversity, and
intercultural dialog?**

Dimensions of Diversity

- ▶ **Racial**
- ▶ **Ethnic**
- ▶ **Gender**
- ▶ **Sexual Orientation**
- ▶ **Age**
- ▶ **Ability/Disability**
- ▶ **Religious**
- ▶ **Socio-economic class**

Levels of Diversity

- ▶ **Students**
- ▶ **Faculty**
- ▶ **Knowledge Creation**
- ▶ **Institution-wide**
- ▶ **Relations with larger communities**

Approaches to Diversity

- ▶ Celebrations of
- ▶ Assistance to the group
- ▶ Preventing harms
- ▶ Increasing the amount of
- ▶ Outside support for
- ▶ Benefits of viz. core mission

A bit of history

IE started as a reaction to the horrors of war.

It's original purpose wasn't just student mobility

Student mobility was started in order to create a more peaceful world.

After **WWI**

- ▶ There was a renewed the commitment to both international and peace education Social studies teachers began teaching international relations to reverse the negative role schools had played leading up to WWI by indoctrinating youth into virulent forms of nationalism.
- ▶ “the Apostle of internationalism,” Manhattan College professor Stephen Duggan in 1917 proposed 2-way scholarships to support student exchanges. His idea was supported by the Carnegie Endowment for International Peace, and in 1919 he founded the **Institute of International Education (IIE)**
- ▶ **American Field Service (AFS)** began as a group of American ambulance drivers in Paris in WWI. After the war it sponsored French Fellowships for French and American graduate students to study in each other’s countries.
- ▶ University of Delaware, in 1923, runs the first study abroad program for US undergraduate students. Started when French professor and WWI veteran Raymond Kirkbride took 8 students to France for 6 weeks of intensive language training. Got backing from Herbert Hoover & became **“Junior Year Abroad” (JYA).**

After the horrors of WWII

- ▶ There was a renewed the commitment to both international and peace education
- ▶ 1st session of the UN in San Francisco in 1945, President Truman stated that “if we do not want to die together in war, we have to learn to live together in peace.”
- ▶ 1946 Truman signed the law establishing the **Fulbright Program**. Today Fulbright programs annually provide almost 8,000 grants to individuals to study and research in more than 155 countries.
- ▶ 1946 **AFS** expands its graduate French Fellowship program to other countries & in 1947 it commenced a **high school student exchange program**
- ▶ 1951 church leaders in Michigan started **Youth for Understanding** when they brought 75 German teenagers to Ann Arbor to live with host families.
- ▶ 1948 Manchester College in Indiana started the world’s first peace studies program. Social studies teachers began teaching international relations to reverse the negative role schools had played leading up to WWI by indoctrinating youth into virulent forms of nationalism.
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- ▶ **This the beginning of**
- ▶ **citizen to citizen diplomacy**
- ▶ **- which became so important in the 1980s**
- ▶ **when ordinary citizens across Europe and North America mobilized to end the Cold war and the threat of nuclear war.**

Internalization can occur without travel – through innovations in pedagogy and content

- ▶ **1924 Geneva International School (K-12) opened to educate the children of the League of Nations and ILO.**
- ▶ **Marie-Thérèse Maurette & her father Paul Dupuy, a synthetic geographer, inverted the order in which history and geography were taught by starting with**
 - ▶ **a wholistic view of the world – a globe or world map without political boundaries. Study great geological elements.**
 - ▶ **Only introduce political history & national geography in Grade 6, and then from a global perspective indicating global forces shaping local realities.**
 - ▶ **Teach in 2 languages so children internalize the practice of understanding the world through different language lens, thereby learning to understand the ways of thinking of other interlocutors.**
- ▶ **International Baccalorate (IB curriculum) draws heavily on these educational principles.**

The Purpose/Goal of IE

▶ **TODAY?**

***What global problems
can & should
IE help to ameliorate
TODAY?***

IE is valuable not only as career preparation but also because it can produce new adults who are able to, and motivated to, create a more peace and just world, both within their own countries and between countries.

Given the global scale and impact of many of the most serious problems facing the world today, we need to educate people with an international, globalized sense of identity and responsibility who will impact their community, nation and the world in many different spheres:

Thank you for listening!!



For more information contact:

Dr. Cris Toffolo
c-toffolo@neiu.edu



Violence is ...

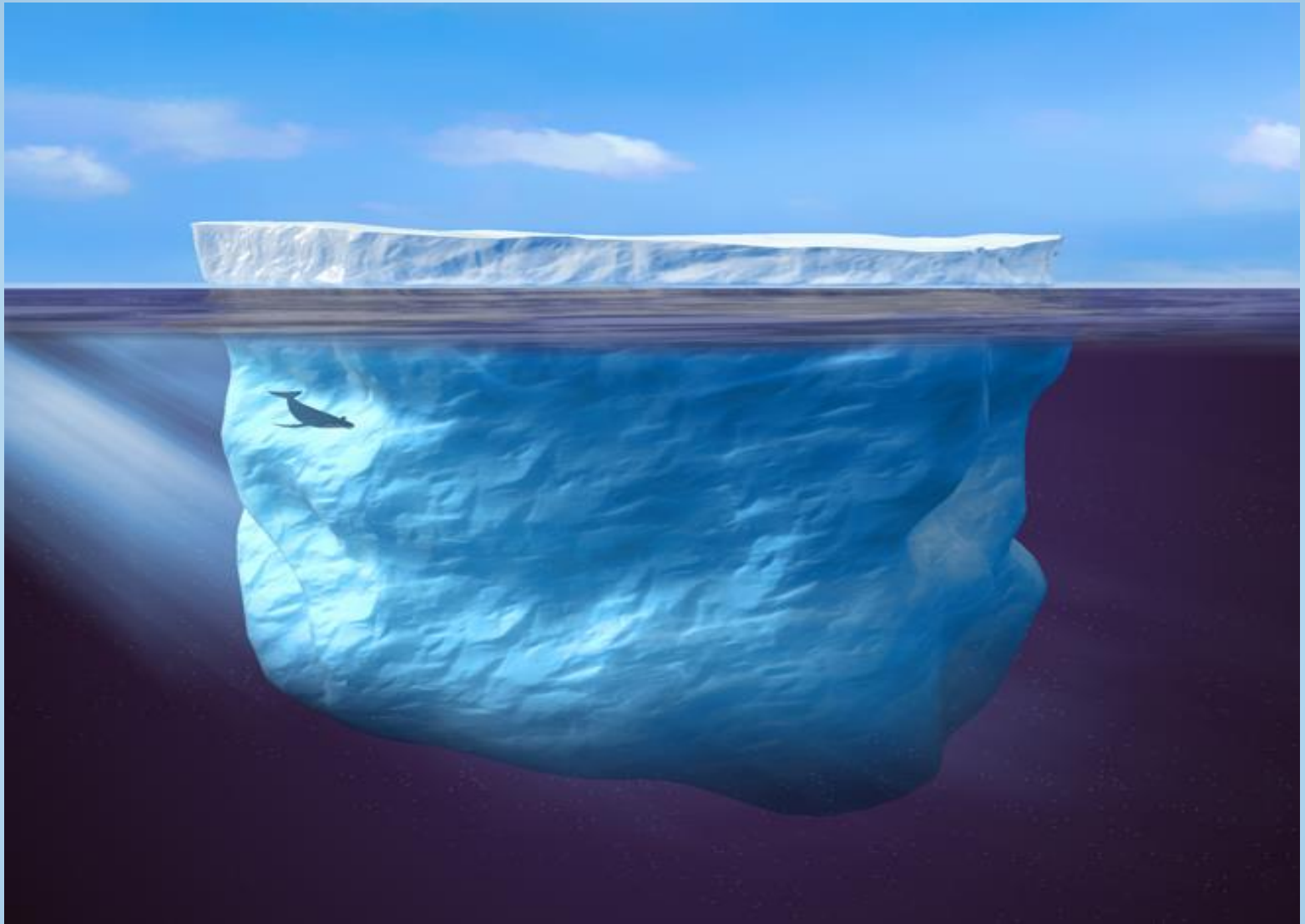
- ❖ A complex, multifaceted phenomenon
- ❖ Occurs on 3 different levels, often simultaneously

3 Levels of Violence

1. **Direct/Overt Violence:** physical acts of killing, beating, rape, torture, war, genocide, domestic abuse, etc.

BUT ...

Direct Violence is only the tip of the iceberg...



**Direct Violence
sits
on top of a
large amount of:**

2. ***Structural Violence:***

- ❖ Structures of power in business, governmental & religious institutions that keep some people weak and vulnerable to abuse by others.
- ❖ Synonymous with what Marx called “exploitation” & what Gandhi referred to when he said,
“Poverty is the worst form of violence.”
- ❖ Mass-scale direct violence is only possible where there already exists large amounts of structural violence such as:
 - ❖ Undemocratic decision making systems
 - ❖ Political repression
 - ❖ patriarchal gender relationships
 - ❖ forced labor
 - ❖ lack of access to education
 - ❖ homelessness
 - ❖ mass unemployment
 - ❖ laws which keep some at a lower status
 - ❖ standing armies made up of the poor
 - ❖ environmental degradation, etc.
 - ❖ widespread poverty

Cultural Violence:

- ❖ Stories, movies, music, common sense, religious justifications, video games, common sayings, and ideologies that claim some types of direct and structural violence are necessary, unavoidable, justifiable, even good.
- ❖ Direct violence can only be sustained because cultural violence legitimizes it – i.e., we willingly engage in structural and direct violence (and/or tolerate its continuation) because, ultimately, we believe we are doing something good or necessary, according to some set of beliefs.

Social Change Wheel



Emersion



Implementa-
tion

Social
Science
Investigation



CIRCLE
OF
PRAXIS



Action
Plan

Ethical/
Theological
Critique



“Possitopia



Visioning
a
Utopia

