Internationalization for Diversity, Equity, and Inclusion

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Given the focus on diversity in higher education institutions, one would assume that DEI should have a broader compass rather than a narrow scope. Over the past decade, national trends have emerged in the commitment to diversifying students and faculty, inclusion of diversity within the curricula, and most importantly, emergence of statements of broader diversity plans across the campuses that are also included in the strategic plans. These trends are certainly significant and relevant given the increasing diverse populations in the U.S. higher education. What is missing in DEI initiatives is the lack of global perspective and situating DEI within a larger and inclusive context to embrace institutional internationalization. It is not a separate construct but internationalization framework takes the DEI vision from local to global.

CONTEXT

When we hear or read about diversity, equity, and inclusion (DEI) within the higher education context, we assume that these are natural and inherent within the American society as its core and that everyone understands what these concepts mean. Higher education institutions (HEIs) in the United States have been exploring and responding to diversity matters for decades, mostly in the context of student body diversification. Most institutions focus on structural diversity, the number of underrepresented students on campus. This, even though, discounts the impact of the other dimensions, is a start. Not a new phenomenon, this student body diversification goes back to mid-to-late nineteenth century when "Harvard University presidents commented on their efforts to enroll students from different nations, states, schools, families, sects and conditions of life so that students could interact with and learn from peers different from themselves" (Rudenstine, 2001, p. 32). Nevertheless, the challenges to diversity such as access and academic success still persist especially for students coming from underrepresented racial and ethnic groups (Engle, Yeado, Brusi, & Cruz, 2012) and low-income areas. Leon and Williams (2016) explained that the failure to achieve diversity as a strategic goas is the inability to create a sense of institutional ownership for diversity (Maltbia & Power, 2009) and a lack of an understanding that diversity is indeed an evolving multidimensional concept that is situated in "a complex set of interlocking dynamics" (Williams, 2013, p. 7). As Leon and Williams (2016) argued, "addressing diversity must be done from multiple frames of reference in order to understand the political, administrative, and cultural context" (p. 405).

The fundamental dissonance between equity and economic rationales for diversity creates an imbalance of emphasis and legitimacy. One example is the focus on the diversity as a social justice

agenda and the other is the focus on diversity as a good business decision. Framing diversity, equity, and inclusion (DEI) as a tool for 'doing good business' results in privileging the economic rationale over social justice agenda. This commercialization of diversity results in growing inequalities and creates social divides. Opportunities that are created through DEI discussions lead to these opportunities being recognized as gendered, racialized, and biased (Kim-Puri, 2005). And, simply outlawing discrimination does not result in equal opportunities and access and certainly does not add much to the social justice agenda and the mission of higher education in the United States. Tienda (2013) stated that "the mission of higher education is not to align the representation of the citizenry with its student populations but rather to foster integration in order to reap pedagogic benefits" (p. 473). Student body diversification is certainly an important first step but a broader definition of DEI is needed to educate citizens for them to be globally-conscious, enlightened, cross-culturally competent citizens encouraged to play their roles in transformation of our societies and nations both socially and economically.

DIVERSITY, EQUITY, AND INCLUSION IN HIGHER EDUCATION

Williams and Clowney (2007) argued that faculty, staff and administrators have inconsistent conceptions of diversity at colleges and universities. Generically, constituents associate diversity with college access issues for underrepresented racial minorities and that equity and inclusion are related to hiring practices of institutions. Diversity is achieved through identifying and eliminating all forms of discrimination in hiring practices and that the word diversity is recognized as shorthand for talking about racial and ethnic differences in the society (Avery & Thomas, 2004). Equity is defined as equal access to and success in higher education among ethnic-minority and low income students (Bensimon & Polkinghorne, 2003). Inclusion is defined as making sure that all students and employees feel welcome and their unique learning and working styles are attended to and valued (Doughtery & Kienzl, 2006). Williams (2013) explained that even though may people define diversity differently, the consensus is that diversity primarily refers to race, ethnicity, immigration status, sexual orientation (Rankin, 2005), religion (Shuford, 2011), mental and physical abilities, first-generation status (Pascarella, Pierson, Wolniak, & Terenzini, 2004), socioeconomic status, and military service (Zinger & Cohen, 2010).

In such articulation and implementation of DEI and DEI initiatives, DEI is often associated with integration of underprivileged groups to a broader dominant group. That is, in its simplest form, minority groups do not have the same privileges and are seen as victims of the system, and, therefore, there is a need to provide institutional, national structures and policies, such as affirmative action, to bring these minority groups to the same level as the dominant group with an emphasis on access and equal opportunity. These initiatives are, in essence, designed to improve and help those seen as backwards, needing help, and seeking improvement.

Over the past decade, national trends have emerged in the commitment to diversifying students and faculty, inclusion of diversity within the curricula, and most importantly, emergence of statements of broader diversity plans across the campuses that are also included in the strategic plans. These trends are certainly significant and relevant given the increasing diverse populations in the U.S. higher education. And, this diversity in population is not only in racial and ethnic identity but also seen increasingly in age, sexual orientation, physical and mental ability, social and economic status, and political and ideological perspectives.

Worthington, Stanley, and Lewis (2014) explained that "all higher education leaders should embody and demonstrate the critical values of equity, diversity, and inclusion, and should enable entire campus communities to access and articulate the contributions of and the rewards gained from an inclusive learning and working environment" (p. 228). Williams and Clowney's (2007) organizational structure framework put forward three components of diversity as affirmative action and equity, multicultural, and academic diversity. Williams and Wade-Golden further (2013) asserted that "every institution's diversity efforts must begin by engaging the historic and ongoing imperative to achieve access and equality for racially and ethnically diverse individuals, women, economically vulnerable communities, and other

historically excluded groups" (p. 6). What is missing in DEI initiatives is the lack of global perspective and situating DEI within a larger and inclusive context to embrace institutional internationalization.

Role of Internationalization in Diversity, Equity, and Inclusion

Given the focus on diversity in higher education institutions, one would assume that DEI should have a broader compass rather than a narrow scope. While we understand that the race and ethnicity are at the center of diversity conversations, we need to realign the discussion to redefine diversity as a concept that would encompass every aspect of human difference (Chang, 2002). For example, within the DEI discourse, internationalization is rarely a topic of interest and/or concern. DEI initiatives are simply designed to address local and national concerns and internationalization is simply limited to immigration matters. However, internationalization encompasses much more and addresses both the local/national and global concerns within a dynamic structure and reach. Shust (1999) explained that emergence of the focus on diversity was because of "the need for colleges and universities to address the growing presence and significance of racial, ethnic, and other types of cultural diversity within the United States" (p. 18) whereas, "internationalization sprang from the need for institutions to address the growing interrelatedness of peoples around the world" (p. 18). Marginson (2006) explained that HEIs are simultaneously embedded in global and national context, which may convey different competitive and institutional pressures. There is a correlation with the national and local concerns and needs but they do not necessarily intersect with global concerns and needs as they are currently articulated. Internationalization is multi-approach relationship and is fluid. Local and national concerns are strongly connected to global intersectionality. Figure 1 shows the inward and static trajectory of DEI currently contextualized within the U.S. HEIs.

FIGURE 1
CURRENT UNDERSTANDING OF DIVERSITY, EQUITY AND INCLUSION IN HIGHER EDUCATION

DEI in Higher Education
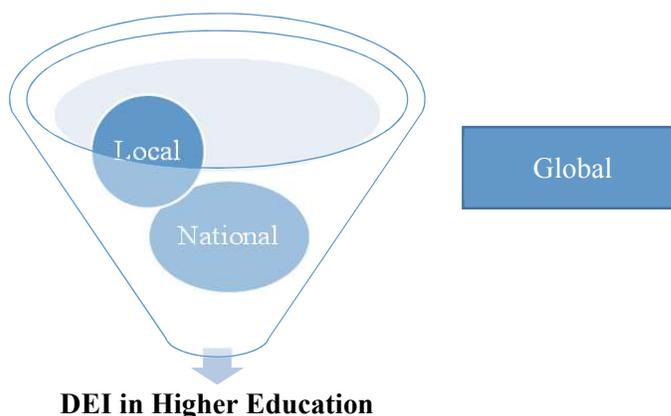
Examples of Diversity, Equity, and Inclusion Plans in HEIs

Cornwell and Stoddard (1999) explained that

> The scholarship produced in and about the United States both reflects and fosters the popular attitudes of exceptionalism, of the belief that the nation was created out of a unique set of events and took on a unique destiny. Hence, scholars who study the United States often do not make comparisons or examine issues from other perspectives, because from this point of view, there are no commensurate societies or histories. p. 47

That is, American exceptionalism (product of global dominance of the United States) creates disconnect between internationalization and DEI. This disconnect and sometimes the tension may stem from theoretical and philosophical viewpoints that underpin DEI and internationalization or from simple matters, such a resource allocation. They are rarely seen as interrelated topics but often viewed as separate conversations and responsibilities fall on separate and specific offices on campuses. Olson, Evans, and Shoenberg (2007) explained that "multicultural education focuses largely on domestic diversity, while internationalization focuses on knowledge of cultures outside the United States, on relationships between nation-states, and on global trends and systems" (p. v) and that "the risks to institutional leaders and to higher education institutions of not engaging in this dialogue are greater than those of launching and persisting with this conversation at their institutions" (p. x). Challenges, however, still remain:

> It is not only the newcomers who need to adapt and learn…When diversity ceases to be something exotic…and becomes part of daily life…it cannot be ignored…the university…has to adapt and learn…on institutional level, the classroom level…and at the level of the student community. (Hermans, 2005, p. 3)

Higher education institutions in the United States are encouraged to identify and locate themselves within the higher education market with specific/distinctive services/products which are targeted towards specific consumers under the disguise of 'access' and 'opportunity' and this understanding of DEI stays within the realm of higher education as a market in which profit is the priority. DEI then becomes the key form of rhetoric as economics of diversity.

University of Oregon has created a framework to indicate their commitment to diversity, equity, and inclusion:

> The Vice President for Equity and Inclusion, in collaboration with the University-Wide Diversity Committee (UWDC), has established an overarching framework through which the UO community can pursue diversity and inclusion. This "IDEAL Framework" contains five key pillars: Inclusion, Diversity, Evaluation, Achievement, and Leadership. Each of these outcomes require various strategies and goals to begin, enhance, and sustain the work of diversity, equity and inclusion. Additionally, a focus of this work has been—and will continue to be—on measurability and the articulation of success. Taken as a whole, IDEAL seeks to make diversity, equity and inclusion a reality for all. (University of Oregon, IDEAL Framework, 2016, p. 1)

IDEAL Framework emphasized, inclusion, diversity, evaluation, achievement, and leadership at the University of Oregon and "this framework is meant to guide decisions, debates, and actions across the entire university" (p. 1). However, the only reference to internationalization was when they stated, in the achievement section, that they intend to "increase undergraduate and graduate student participation in cultural and international experiences" (p. 5). This is worrisome given the extensive involvement of stakeholders on campus preparing such a strategy document with little or no attention to internationalization/globalization and that the only reference to internationalization is creating opportunities for cultural and international experiences for students. Such a narrow scope of internationalization in the discussions of DEI is an indication of how politicized DEI is and how universities are scaling down their DEI initiatives for the sake of populism.

University of New Mexico's (UNM) Division for Equity and Inclusion tasked with "creat(ing) a healthy and inclusive campus climate, enhance(ing) the academic enterprise, and increase(ing) student success", developed a vision for "Advancing Diversity at the University of New Mexico" (UNM Diversity Plan, 2014-2015). In fall 2011, a Diversity Council was named to develop a diversity plan. The 22 member Diversity Council wrote a plan with recommendations (UNM Diversity Plan, 2014-2015). This plan focused on "Promoting a Healthy and Inclusive Campus Climate". Only mention of internationalization and globalization was the number of international tenure-track faculty hires between

the years of 2007 and 2011 (12.7%). There was no other reference to internationalization/globalization in UNM's diversity plan. Lack of reference to comprehensive understanding of internationalization undermines the context and responsiveness to global issues "internationalization is a complex, all-encompassing and policy-driven process, integral to and permeating the life, culture, curriculum and instruction as well as research activities of the university and its members" (Bartell, 2003, p. 62).

Grand Valley State University's framework (2016) for inclusion and equity defines DEI as a multifaceted and coordinated approach. They have clearly defined and stated their commitment to "Diversity, Inclusion, Equity, and Social Justice" and enforced the significance of intersectional approach as they "consider and affirm the role of multiple identities with relationship to various social contexts and interlocking systems of power, privilege, and oppression" (p. 17). They have affirmed their commitment to serving the needs through multiple dimensions of identity to include international status and national/ geographic origin. The emphasis is on serving their current student populations from different national/origins and there is not necessarily an emphasis on internationalization as a multifaceted, multi-dimensional approach.

University of Michigan's Diversity, Equity, & Inclusion Strategic Plan was released on October 2016. This plan began with the findings of the Provost's Committee on Diversity, Equity & Inclusion (2013) and the Staff Committee on Diversity, Equity & Inclusion (2014) with extensive campus involvement: "In September 2015, on the heels of announcing that creating a more diverse, equitable and inclusive campus was among his most important priorities, President Schlissel called upon the university community to develop U-M's first five-year divers" (UM- Diversity, Equity, & Inclusion Strategic Plan, 2016, p. 4). The reference to internationalization was made when they announced Taubman Colleague of Architecture and Urban Planning acculturation event for international students and faculty. There was no specific reference to other strategies that involved teaching, research, curriculum, or service within the global context but as all other DEI plans, it focused on diversifying the student body. Of the 44,718 students enrolled in Fall 2016, the total number of non-resident alien (international) student number was 6,764 (University of Michigan Enrolment Summary, 2016). With such a high number of international students, a narrow approach to internationalization as a significant component of DEI does not indicate the commitment of the HEIs to DEI.

Northwestern University's Office of Institutional Diversity and Inclusion, established in 2015, aimed to "help create and sustain a diverse, inclusive and welcoming environment for all Northwestern community members including students, faculty, staff and alumni" (Northwestern University- Office of Institutional Diversity and Inclusion, 2015, np). However, their reaffirmation and commitment to global perspectives is only stated in their international student recruitment and admissions. As deWitt (2011) explains, "The mere presence of many international students on campuses does not equal internationalization; for international students to add to a university's mission of global engagement, they must be integrated with domestic students both inside and outside of the classroom through meaningful collaborations" (as cited in Urban & Palmer, 2013, p. 307) and that "the most important goal of internationalization is to give students a deeper awareness of international and intercultural issues related to equity and justice, and to give them the tools to work actively and critically towards social transformation" (Qiang, 2003, p. 251).

DISCUSSION

Olson, Green, and Hill (2006) explained that global learning is "the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers" (p. v) and one cannot take 'global' out of diversity, equity, and inclusion. Cornwell and Stoddard (1999) further confirmed:

A fuller and richer recognition of the multiplicity of personal identities has rendered it difficult to frame the study of human culture and societies within a simple paradigm of clearly bounded nation-states… [Thus] it becomes difficult to separate the United States, or any other state, from complex embeddedness in historical and contemporary movement of people, capital, ideas, cultural forms, and even elements of the natural environment. (p.9)

Examples of DEI plans do not necessarily reflect an overall indication of the lack of understanding of diversity, equity, and inclusion in higher education but it indicates a lack of commitment from the HEIs with their responsiveness to DEI as a broadly inclusive concept. Internationalization as "a) movement of scholars and students seeking training and research, b) convergence in curricular content, and c) structural arrangements that provide cross-border technical assistance and educational cooperation programs" (Mitchell & Nielsen, 2016, p. 9) is missing.

It may be because of the political climate or a simple business decision, but inclusiveness has to be reviewed from a broader perspective to include as many human differences as possible. Internationalization is certainly an aspect that has not gotten much attention as a component of DEI but treated as a separate concept, alien to local/national contexts. DEI takes into account the racial, cultural, and ethnic diversity within the country and but not necessarily between countries. Figure 2 illustrates what is needed for diversity to be responsive for its role in educating globally-competent citizens.

FIGURE 2
EXPECTED CONTEXT FOR DEI IN HIGHER EDUCATION
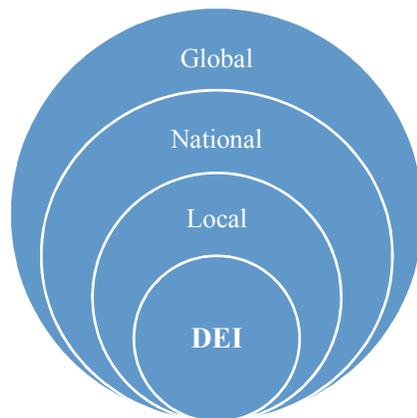
HEIs have a mission to respond to the needs of the communities they are involved in, both in local and global contexts through responsive, engaged scholarship with a specific focus on the intersectionality of teaching, research, and service. This intersectionality is a multidimensional process where teaching, research, and service activities are aligned to respond to the complex challenges of globalization and an increasingly multicultural world (Knight, 2004; Adams & Paige 2005; Hudzik, 2011). Altbach (1998), Biddle (2002), and de Witt, (2002) stated, "internationalization covers a wide range of services, from study abroad and greater recruitment of international students, to distance education and combinations of partnerships abroad, internationalized curriculum, research and scholarly collaboration, and extracurricular programs to include an international and intercultural dimension (as cited in, Stromquist , 2007, p. 82). Qiang (2003) further confirmed that "Internationalization is not merely an aim itself, but an important resource in the development of higher education towards, first of all, a system in line with international standards; secondly, one open and responsive to its global environment" (p. 250).

Within a framework of inclusive practices, potential synergies can be established between internationalization and diversity and equity initiatives. The intersection between internationalization and

DEI in higher education has to meet the structural (demographic diversity), classroom (curriculum and instruction), and interactional (social and informal aspects) demands and a broad consensus has to be achieved surrounding the merits of each of these aspects with both local and global dimensions (Caruana & Plover, 2010). Maltbia and Power (2009) stated that "leveraging diversity is the collective impact of individual and organizational responses to differences in both workplace and external environment in pursuit of personal and organizational goals" (p. 5) and internationalization provides such a framework. Shust (2009) explained that the disputes over internationalization and DEI

> are often due not simply to competition for resources and institutional attention, but also to philosophical and scholarly disagreements as to the respective merits, purposes, and place in the curriculum of internationalization and multicultural education, as well as the social and cultural notions embedded in each concept. (p. 22)

Diversity is inherent to internationalization and internationalization is ultimately about integrating international, global, or intercultural content into all aspects of the teaching, research, and services functions of an institution. Integrating global perspectives is a process and it is an "ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment" (Ellingboe, 1998, p. 199). It is not a separate construct but internationalization framework takes the DEI vision from local to global.

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