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Internationalism and multiculturalism are threads of one fabric. Our world is increasingly characterized both by global participation and interdependence as well by domestic diversity. Both require a deeper understanding of cultural differences as well as the skills needed to live and work in a diverse world. This article describes some of the formal and informal innovations occuring within our institutions of higher learning. Examples of curricular, cocurricular, and partnership initiatives are provided.

Interwoven Fabrics:
Multicultural and International Education

International and Multicultural Education: Interwoven Fabrics

There is much current discussion of the need for a more international approach to higher education. An earlier issue of *Metropolitan Universities* was devoted to this topic, and it is addressed further in other articles in this issue. Throughout higher education there is also much concern with diversity and ways of infusing a more multicultural perspective into the curriculum. To date, these discussions have usually taken place separately, with little or no emphasis on their reciprocal relationship and potential reinforcement. Yet the two are really closely related.

Alvin Toffler (1970) defined culture shock as the effect that immersion in a strange culture has on the unprepared visitor. Culture shock occurs at home as well as abroad. Peace Corps volunteers suffer from it in Central America. AmeriCorps volunteers encounter it in our metropolitan ghettos. Culture shock is what happens when one suddenly encounters a place where "yes" may mean "no", where a "fixed price" is negotiable, where to be kept waiting for a period of time is no cause for insult, where laughter may actu-

ally signify anger. It is what happens when the familiar psychological cues helping an individual to function in society are suddenly withdrawn and replaced by new ones that are unfamiliar or even incomprehensible (pp.12-13).

The culture shock phenomenon accounts for much of the bewilderment, frustration, and disorientation that plagues Americans in their dealings with other cultures abroad, and with communities of different ethnicity within their own society. It causes a breakdown in communication, a misreading of reality, an inability to cope and adapt. Graduates who are ill-prepared to handle the challenge of attending to cultural differences at home will have difficulties in international relations. They will be ineffective on the job and limited as citizens within their own country. They will be handicapped as well as actors in a new world order of global dimensions. We believe, therefore, that the notions of internationalism, multiculturalism, and diversity should become conceptually and programmatically interrelated on our campuses

Gutek (1995) makes a succinct case for the need to connect multicultural and international education:

> International education that incorporates and makes connections
> with multiculturalism seeks consciously to develop a sense that the
> people of the earth are both different and the same. While they may
> be different in race, ethnicity, language, and religion, underlying these
> differences is the commonality of human nature. While all nations
> need to include multiculturalism in their educational perspectives, the
> United States as a nation of immigrants has a challenging opportunity
> to connect multiculturalism to international education (p. 227).

In 1990 at Washington State University, Governor Booth Gardner spoke eloquently about "making connections between global and domestic cultural diversity." Such connections are by no means automatic, nor are they universally recognized. For example, minority students and faculty pushing for domestic multicultural understanding may be unsympathetic to internationalization, particularly if it is seen as a matter of bringing in people of color from other countries (Hansen and Meyerson).

Multicultural and international education together constitute preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters, at home or abroad. They provide a process by which an individual develops competencies for perceiv-

ing, evaluating, and behaving effectively in different cultural settings, wherever she or he encounters them.

There are pragmatic economic, legal, and political reasons for promoting such competencies. There are also solid moral grounds for supporting multicultural and international understanding. The necessary education should not be treated as an add-on that recognizes only peripheral items, such as ethnic foods, holidays, and traditions. Gutek suggests that underlying multiculturalism is the recognition that although human beings have different cultural backgrounds, speak different languages, and have different skin shades, all share a common humanity.

According to Gutek, multicultural education should seek to expose and eradicate racial and ethnic stereotyping. Related to the national psyche and consciousness, multiculturalism implies that American culture and character are continually being reshaped and reconstructed by the contributions of peoples of a variety of backgrounds, cultures, races, and religions. He concludes:

> At the same time that multiculturalism functions to broaden the educational mainstream to include more people, the exaltation of cultural uniqueness and diversity needs also to reflect the shared knowledge, values, and commitments that unite diverse peoples into a national community (p. 226).

Demographics, Culture, and Business

Why is it especially important that metropolitan students begin now to develop a trusting and respectful appreciation of diverse populations and cultures? First, the diverse environments in which so many metropolitan institutions are located necessitate skill in communicating with different kinds of people. The University of Central Florida, for example, is located in Orlando, which itself has become a truly international city. Its attractions are the destination of more international visitors than any other city in the world. Like other large cities, it has a significant minority and bilingual population. It is crucial for metropolitan institutions to examine the demographics of their respective locales and tailor their programs accordingly.

In many U.S. cities and some states, non-European Americans will constitute a majority of the population well before the year 2010. In California, a majority of the state's elementary and secondary students already are of

Hispanic, Asian, and African origin. Los Angeles is often referred to as the second largest Spanish-speaking city in the Western Hemisphere, and Miamians have been known to describe their city as the southernmost Anglo city, the northernmost Hispanic city, and the westernmost African city.

That America is undergoing another of its periodic diversity booms is beyond questioning. According to the Census Bureau, in 1994, 8.7 percent of Americans were born in other countries, the highest percentage since before World War II. More telling yet, it is estimated that at least 31.8 million people in the United States speak a language other than English at home. Of the children returning to urban public schools this fall, a remarkable one-third will speak a foreign language first.

Second, the national professional workforce is quickly becoming highly diversified and shows no signs of slowing down in doing so. It is predicted that by the year 2000, over 85 percent of those entering the nation's workforce will be women, minorities, and immigrants. Thus, planning and programming throughout our institutions' classrooms and boardrooms should promote intercultural understanding and educate community members about the necessity of working in a multicultural world.

In a global economy, monolingual English speakers are falling behind. Along with computer skills, good English communication skills, a neat appearance and a work ethic, a second language is helpful in securing a good job. African Americans in Dade County, Florida—now more than half Hispanic—routinely lose tourism positions to bilingual Cubans. Bilingual teachers earn more money, while monolingual teachers are laid off. Lewis (in Hanson and Meyerson, 1995) points out that a lack of language competence among a broad base of the population and a lack of knowledge of other cultures of importance to the United States are serious and growing concerns. He notes that the end of the Cold War and the revival of "old nationalisms" have made an understanding of differences in language, culture, history, and religion increasingly important. This is true both in doing business and in understanding and taking an active role in foreign policy.

Other countries understand the importance of this better than we do. For example, while about 35,000 Japanese people study in the U.S., less than 2,000 Americans study in Japan. The willingness of nationals from other countries to take the time and effort to understand the language and culture of their world trading partners should awaken leaders and citizens in the United States.

Third, as we evolve into a global community, business practices and information technologies simply will not tolerate isolationism, for it is neither profitable nor prudent to limit business activities to local markets when the rest of the world is competing for them.

Unfortunately, American students generally lack a full understanding of global, cultural, economic, and political systems. They are notorious for their insular perspective and lack of knowledge of world geography, as well as for their inability to identify or recognize world leaders. In addition, American students continue to lack proficiency in foreign languages and higher education continues to address this deficiency inadequately. We still seem undecided as to how, when, and to whom to teach which foreign languages. Perhaps the U.S. Department of Education's current policy of promotion of bilingualism will affect this lack of foresight, but it is high time that Americans faced the demographic facts. For example, in Miami, with Colombia and Venezuela as leading trade partners, businesses would be foolish to restrict themselves to English.

Institutional Leadership and Innovation

Metropolitan universities can perform a vital role in assisting their students to learn more about other cultures in their own country and in other nations. Many institutions already have taken significant steps.

At the University of Central Florida (a metropolitan institution of 26,000 students), two of the institution's five goals to be met by the year 2000 deal with issues of multiculturalism and international understanding. They are to "provide international focus to the curricula and research programs" and "become more inclusive and diverse." These goals reinforce the vision that the best university community is one that is "inclusive, diverse, respectful, caring, and understanding of all individuals and groups." As we move into a global economy, students, faculty, and staff must understand not only the significance of a diverse U.S. workforce, but also the implications and complications of the issues associated with a global society.

Many institutions have diligently attempted to provide diverse faculty and staff role models for students as well as to encourage multicultural student organizations. Institutions have also labored long and hard to recruit diverse student populations. While doing so, it is imperative that the institution not only place high priority on the retention and success of these students, but should also provide the support, atmosphere and encouragement necessary

for faculty and staff models to succeed in their intended roles.

Curricular Innovation

There is a pressing need to infuse the subjects of domestic multiculturalism, international issues, and other intercultural elements into the curriculum. Domestic and global developments make it impossible for any major field of academic study to ignore this focus. Domestic multiculturalism, in particular, would seem to be an issue central to what metropolitan institutions are about. As Lambert (1991) describes it, "The United States is becoming a permanent multicultural society in which the world is us, not some distant backdrop against which the American drama is played out."

Diversity issues can be incorporated into the general education program of metropolitan institutions if faculty are willing to take up the challenge. At the University of Central Florida, for example, the faculty senate is presently considering as part of an overhaul of the general education program a "diversity" track requirement for all students. The same is happening at other institutions across the nation, at times evoking strong opposition both from within and outside the institution.

International education also should be part of the general education program of metropolitan institutions. These institutions might follow the example of Texas Christian University's International Education program, which has curriculum areas focused on the international realm. Students at TCU study regions of the world (area studies); relations among nations (international relations); issues affecting more than one country (environmental, economics, global, conflict, or peace studies); foreign languages; cultures (anthropology, history); and comparative and international approaches within disciplines (e.g., education, business, sociology). There is also a strong study abroad program, other travel programs and a Campus International Education Enhancement Program that includes a Global Theme Semester (Mexico and Latin America, for example), an International Students Week and numerous cocurricular activities.

At the very least, the formal curriculum of metropolitan universities can take on an intercultural perspective. For example, in colleges of business administration it is important to teach courses on doing business internationally. Having the ability to manage and transact business with people from different cultures is a growing necessity. Students must be able to analyze key global trends and their impact on current business practices; recognize

the impact of cultural differences on business relationships; identify and overcome intercultural communication barriers in order to achieve greater effectiveness and synergy; and adapt key business skills to maximize effectiveness when working across cultures (Brake and Walker, 1995). Because the United States is in close proximity to many Spanish speaking nations and because we conduct substantial business with these nations, it seems logical that business majors would be very interested in learning the Spanish language. It would also seem reasonable that learning "business" Japanese would be helpful and appropriate for business majors.

Today, teacher education programs in some colleges and universities are infused with a multicultural perspective. At UCF, for example, a Center for Multicultural and Global Education has been established within the College of Education. Several research and service initiatives supporting multicultural education and academic performance of minority students have emanated from this program.

Campus-Wide Programming

Besides incorporating diversity issues into the curriculum, many institutions are also developing and providing multicultural orientation programs for faculty and staff. At the University of California at Berkeley a staff training program, "Issues of Culture and Diversity," begins at a staff retreat in January. The program continues with a spring semester training course and culminates in final training in early June. The objectives of this program are:

- to create a base level of understanding about specific cultures and the complexities of multicultural issues;
- to explore cultural issues as they relate to the campus environment;
- to provide a safe forum for open discussion of these issues;
- to examine ways in which these issues are intertwined in orientation programs, and
- to promote more effective communication between staff members.

Many metropolitan institutions fund offices of international study. At the University of Central Florida, a university-level office has been established that coordinates and serves as a clearinghouse for all international programs of the university. The goal of the office is to make the university more global in its perspective.

The University of Central Florida has also developed a Diversity Task Force whose mission is "to foster a campus culture that values diversity as an educational imperative affording all individuals with opportunities to realize their full potential." This group has organized an annual diversity week, with a full slate of programs and activities that includes a "diversity fair," an orchestral concert, music recitals and other cultural concerts, folk and native dance programs, speaker and lecture programs, dramatic productions, and art exhibits. The entire week is planned by the Office of Diversity Initiatives (which reports to the university president) and the Diversity Task Force Programming and Training Sub-Committee.

Diversity initiatives at UCF do not end with diversity week; this program merely serves as the foundation for a year understand-round effort. In order to advance multicultural awareness, initiatives cannot be one shot programs. They must extend throughout the year to successfully promote an educational environment that values diversity.

Students and the "Co-Curriculum"

In addition to the formal mechanisms developed by colleges and universities to bring about international and multicultural understanding, there are many viable informal mechanisms within the student culture itself. Student clubs and organizations, the programs they sponsor, and student activities programming are proven cases in point.

Student government associations can do much in the area of multicultural and international understanding. Not only do they control substantial financial resources at many institutions but they also can and do pass legislation that encourages and supports such movements. For example, at the University of Central Florida, the Student Government Association (SGA) was the organizing force behind the development of the World Summit, a Regional Diversity Conference held at the university that included presentations from both the Governor of Florida and the Secretary of the U.S. Department of Education. The SGA also sponsors an annual Multicultural Day each fall semester, featuring an outdoor fair on the university green that includes ethnic food, cultural exhibits, and ethnic performances.

The Student Government Association at UCF also provides the financial support for the programs and office needs of the Hispanic American Student Association, African American Student Union, International Student Union, Caribbean Student Association, Gay/Lesbian/Bisexual Student Union, and

other multicultural agencies. The minority student organizations mentioned go beyond programming for themselves to programming for the entire university community. Their events are well publicized and targeted for the general campus community.

In addition to SGA initiatives, there are numerous clubs and organizations on almost every campus that display an interest in intercultural interaction and diversity issues and activities. Individual students assist in the development of multicultural organizations and intercultural programs. Programming activities include distinguished lecture series, fashion shows, cinema nights, cultural dinners, international fair, and discussion groups.

Almost every campus has at least one volunteer student agency. These groups enter the local communities and work with a variety of multicultural groups. At UCF one of the numerous groups is called Volunteer UCF. Recently they sponsored a Hunger and Homelessness Week. They routinely work with Habitat for Humanity and other agencies that service minority areas of the Orlando metropolitan area.

At UCF, fraternities and sororities are sponsoring such activities as Kappa Delta Sorority's "Multicultural Leadership Dinner," which provides "a unique opportunity for diverse groups and backgrounds to share an evening interacting with one another on multicultural issues." Greeks have also taken an active step by forming a partnership with the International Student Association, and by dedicating portions of their chapter meetings to the study and understanding of different countries. Under this arrangement, members of the International Student Association come to chapter meetings wearing the traditional garb of their countries and share food from their culture. The meetings combine a brief lecture with interactive methods and games to facilitate active learning of the new culture by members of the Greek organization. There is also a Greek President's Seminar that focuses on valuing diversity within the Greek system and the university, understanding multicultural definitions, and taking steps to achieve multiculturalism. There have also been several exchanges of formal programs between white and black Greek organizations.

Greek organizations on a national level have also moved toward augmenting awareness and understanding of multicultural issues. For example, the Southeastern Interfraternity Conference presents a $500 Multicultural Program Award to the campus IFC that has developed the best and most extensive system-wide multicultural program.

There are myriad other examples of such programming and activities supported by the nonacademic areas of colleges and universities. These informal initiatives are not only remarkable in and of themselves, but they have a powerful effect on the campus community because they are often envisioned, planned, funded, and completed by the students themselves.

Conclusion

The United States—indeed, the world—is at a critical crossroad. In every direction are new economic, political, cultural, ecological, and technological developments affecting the way we live and work together. In the 1990s and beyond, our populace and our leaders will need to adopt attitudes and behaviors that recognize and promote interdependence and cooperation among nations.

Perhaps the greatest challenge ahead will be in learning to communicate these ideas within a society based on individualism and competition. Americans have a deep desire for autonomy and self-reliance. We are a nation founded in independence. Separateness is a cultural norm for us. Our heroes are lonesome cowboys and hard-boiled detectives who work by themselves. Alexis de Tocqueville viewed this individualism, in which people "form the habit of thinking of themselves in isolation and imagine that their whole destiny is in their own hands," as a natural consequence of social equality in a democratic society. Our economic system is based on individual enterprise, entrepreneurship, and competition. For Americans, therefore, incorporating global perspectives into our trademark attitudes and behaviors is a significant challenge.

Metropolitan institutions, in serving their diverse communities, are in a unique position to develop long-term strategies for promoting cross-cultural understanding. It is probable that the evolution to a globally oriented university will continue to be slow moving. But move it will—inexorably, unevenly, painfully. There is much we can learn from each other along the way.

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