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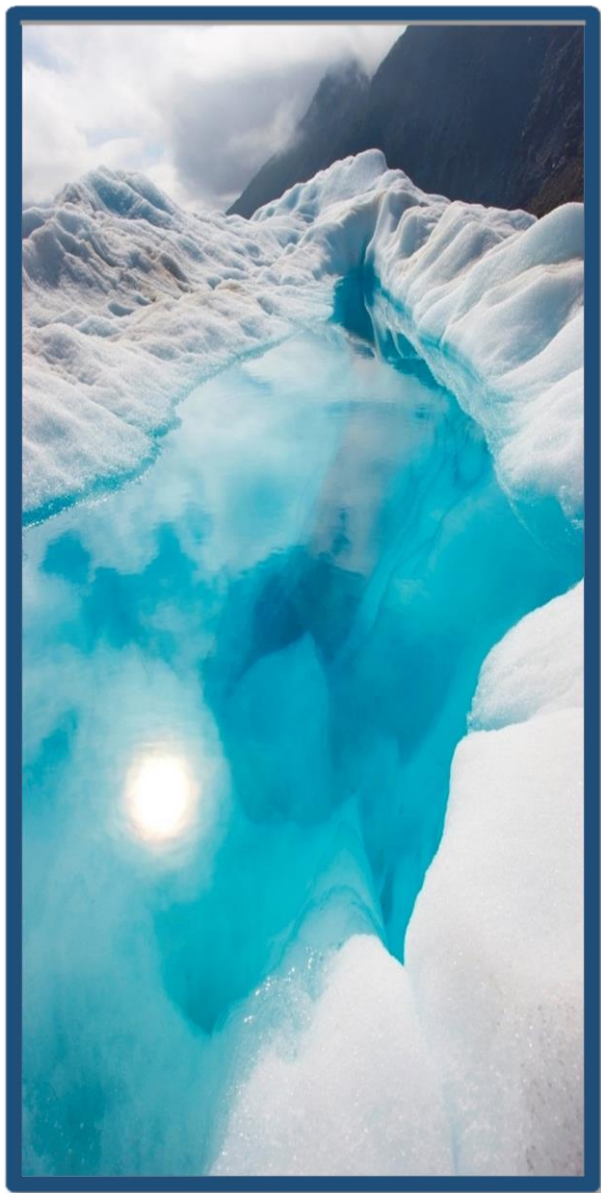


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DePaul University

College of Education

A Capstone in Education with a Concentration
in Educational Leadership

A Case Study of a Comprehensive Model of Global Education Strategy Based on Cosmopolitanism

By Esther Quintero Heiser

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Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

June 2021

Signatory Page

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I certify that I am the sole author of this capstone. Any assistance received in the preparation of this capstone has been acknowledged and disclosed within it. Any sources utilized, including the use of data, ideas and words, those quoted directly or paraphrased, have been cited. I certify that I have prepared this capstone according program guidelines, as directed.

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Executive Summary

Globalization is conceptualized as increased connectivity and interdependence among people worldwide. Its intensification causes many challenges, such as forced or voluntary migration, climate change, food insecurity, disruptions of chain management operations, economic inequality, and health crisis. Globalization alters the content and form of education at all levels, and it has an increasingly important role in higher education. By focusing on the importance of creating programs aimed to promote global collaboration, universities must promote the development of global citizenship to combat inequities and injustice created by globalization.

The concepts of cosmopolitanism from Appiah and critical pedagogy from Freire have influenced global education. However, the lack of consensus on what should be included in a global strategy is still challenging for higher education administrators. As a Catholic institution, DePaul University developed a global education strategy, restructuring the administration of its international programs, creating a network of academic collaborations, and fostering an essential number of internationalization at home initiatives. The core aspects of this strategy were fostering a curriculum with a globally competent orientation, increasing the number of programs with social justice and community service orientation, and providing innovative opportunities for global education to minority students.

This study was designed as secondary data analysis, including globalization, work environment, projections, higher education leadership, and international programs. After the analysis and conclusion, I described DePaul University's case as the recommendation, explaining how implementing a comprehensive global education strategy served students' critical global competence and global citizenship skills.

The following research questions guided this study:

To what extent is the DePaul global strategy aligned with labor market demands and the challenges of globalization and higher education defined by national and international organizations?

To what extent does the DePaul global strategy respond to the demands of higher education in terms of the development of global citizenship based on the principles of cosmopolitanism?

To what extent does the DePaul global strategy respond to the institutional mission and student-centric perspective in shaping policies and practices?

The analysis of data responded to the questions. The conclusions contributed to understanding the challenges of a global labor environment, the significance of the development of global education under the lens of cosmopolitanism, and how the comprehensive strategy at DePaul was designed, staffed, implemented, and managed to cater to the students' needs in concordance to its institutional mission and vision.

Keywords: Globalization, global education, cosmopolitanism, social justice, higher education leadership

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Introduction

This capstone analyzes the global working scenario, its impact in higher education, and recommends the implementation of a comprehensive and inclusive global education strategy, based in the values of cosmopolitanism and social justice.

Background Context

Globalization is not simply an increased economic exchange but a shared consciousness of being a part of a world system. In one of the first studies of globalization in education, Joel Spring describes it as an “accelerated intensification of consciousness of the world as a singular entity” (Spring, 2008, p. 332). People develop a sense of common belonging merely by virtue of the experience of inhabiting the same planet (Appiah, *Cosmopolitanisms*, 2017).

In the field of education, globalization has implications in terms of education reform, democracy, and socioeconomic opportunities (Castaneda & Shemesh, 2020). Globalization produces changes in demographics, intensifies people’s mobility, increases international trade policy, and turns global experiences into a significant matter in higher education (Knight, 2012; Garten, 2016). Important institutions such as the OECD and UNESCO contribute to discussions and policies around it. Global education forums include topics such as human capital, economic development, and multiculturalism (OECD, 2018). Promoting the awareness of the importance that education has as a part of a global system is rooted in cosmopolitanism and intercultural understanding (Spring, 2008) (Appiah, 2006) (Deardorff D. K., 2015).

Globalization is a critical aspect of higher education. Colleges and universities must prepare students to manage a complicated and intrinsic global dependency. Exposing students to experiences in other countries and with other cultures can make them empathetic and sensitive to universal problems (Sung, 2015). Thus, administrators must respond to students’ needs by promoting internal and external collaboration and being creative in including more opportunities to help students develop global competence and thus global citizenship (Alon & Higgins, 2005). Cosmopolitanism embraces all the ideals and foundations of what a global education must be.

Developing a global outlook is a lifelong process, but education can help build the foundations (Deardorff D. K., 2006; UNESCO, 2015). A global outlook is commonly discussed in global education literature as a core competence. To prepare students for an inclusive and sustainable future, it is necessary to help them develop global competence as a multidimensional capacity, not only in terms of work skills but also as citizenship capacity (OECD, 2018). The constant practice of this multidimensional capacity will assist them in becoming global citizens.

As stated by the OECD in its report on global competency and its impact in an inclusive world, “globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being” (OECD, 2018, p. 4). These skills all respond to the description of being a citizen of the world as described in the work of Appiah.

Global education is not only fundamental for creating a spirit of cosmopolitanism and global citizenship, it is also crucial for students' professional future, as it allows them to develop work skills, make better professional decisions, and move agilely in uncertain scenarios (Bücker & Poutsma, 2010; Stebleton, 2013).

Although the development of ethical perspectives is frequently overlooked, research in the field has indicated that the most significant benefit of global education is promoting global ethical responsibility (Lucas, 2015) and a model of education where students are empowered to shape a world where well-being, empathy, and sustainability are achievable in an ethical form. The OECD (2018) has classified as transformative competencies to substantially contribute to a better future: "creating new value, reconciling tensions and dilemmas, and taking responsibility for the world's future." (OECD, 2018, p. 5) These competencies will allow students to think outside the box, be comfortable with complexity and ambiguity, and have a strong moral compass. According to work environment experts and global organizations (Alon, 2005; Kivunja, 2014; OECD, 2020), an education that promotes innovation, critical thinking, problem-solving, communication, and collaboration is essential (Haber, 2020; Rosenber, 2021). In addition, a global education that serves to foster these skills also promotes the development of a moral compass and a cosmopolitan order, providing students with a pragmatic and moral formation (Beade, 2011; Noddings N. , 2016).

UNESCO (2015), in a report on global citizenship education proposed that to create a generation that fully accepts global responsibility, all students must have the knowledge and skills to promote "sustainable development, human rights, gender equality, a culture of peace and nonviolence, and appreciation of cultural diversity." (p.2) Establishing identity exploration is a critical concept in higher education, and international education is an emancipatory function when placing these different identities in the discussion of aspects such as race, power, authority, privilege, and hegemony (Wick & Willis, 2020).

In the United States, education during the 20th century promoted an enormous pride in a single democratic nation and its hegemonic power. Consequently, American schools have not enthusiastically embraced the cosmopolitanism embedded in the UNESCO 21st-century skills concept (Hansen, 2011), and the discussion of multiple global identities is not part of the American social construction. However, experts concur that education must emphasize all nations' interdependence as part of a universal world home. This interdependence represents a shift toward cosmopolitanism (Noddings, 2013). According to Noddings (2013), education in the 21st century must pursue the development of skills that promote global unity rather than division and intolerance. Historical processes like colonialism and imperialism have shaped the America in which we live now, and students need to learn about these processes as fundamental aspects of their own environment. As for the role of international education in social justice, Wick and Willis emphasize that educators must prepare students to think locally and globally, so they can make positive contributions to the future of their own society (Wick & Willis, 2020). Cosmopolitanism is a perspective that emphasizes the need to develop this global/local unity as an essential part of global citizenship. Collective civic responsibility respects diversity and leads people to take action on global problems in a meaningful way by concentrating on the benefits for the entire world rather than only one country or region.

Higher education strategies should be implemented to diversify, demystify, and promote global education. It is crucial to have novel approaches to address the lack of diversity in international activities. Considering the deep disproportion of minority students' participation in study abroad programs, institutions must implement forms of

internationalization at home. Promoting interdisciplinary collaborations around global topics, using digital technology to bring the internationalization to all students, using local resources to introduce globalization to the classroom are some of these creative approaches. Administrators must support these activities by providing faculty and staff with adequate resources to make global education a core value in higher education and increase students' global learning (American Council on Education, 2017).

Problem Statement

Students need to develop global skills to thrive in an increasingly interconnected environment. Companies and organizations now emphasize the importance of global skills as employability requirements for graduate students (Bücker & Poustma, 2010; Hajro & Pudelko, 2010). According to statistics on demographic changes and labor trends, global competencies will be crucial for joining the labor force in the United States, and higher education must respond to the needs of this projected scenario. Experts in education have mentioned problem-solving, inter cultural communication, cross-cultural competence, intercultural sensitivity, critical thinking, and cultural intelligence as the required competencies for the 21st century (Bücker & Poustma, 2010; Skills, 2011; Kivunja, 2014).

However, despite the recognized importance of creating an institutional response to meet the demands of today's educational environment, many institutions do not have a comprehensive global education model (Deardorff & Harvey, 2021). University administrators tend to think that study abroad and international student enrolment are the exclusive efforts of institutional internationalization. This idea is a costly misperception, as it leaves out many other ways to prepare students to be globally competent, such as the internationalization of the campus or virtual collaborations.

The Association of American Colleges and Universities identified the lack of participation of American students in study abroad programs and constantly has made recommendations to Colleges and Universities to implement educational strategies aimed to increase global education activities at American campuses. In a previous analysis to learn what students expected from higher education, students mentioned that they were looking for professional success, but they also wanted to be the builders of a better future for them and for future generations. Students showed strong ethical inclination and felt a global responsibility, they wanted to receive global education in order to meet their expectations (Humphreys, 2009). However, and in spite the academic dialogues about the benefits of acting in this direction, the participation is still very low. According to the 2018 results published by the Institute of International Education, only 10% of American students participate in study abroad programs during their college years. Furthermore, the same report indicates that the participation of minority students in these programs is critically limited. (Institute of International Education, 2018).

Over the last years, many initiatives to improve participation in international programs have been implemented by private organizations and government, all with significant results but still very low inclusion of minority students. In spite of these multiple efforts, minority students perceived study abroad as an expensive field trip without connecting it to tangible benefits and professional development, (Lu, 2016). Lack of financial resources is an important barrier that impedes their participation, but this is not the only limitation, social capital and personal experience have been found to have an impact as well. (Altbach & Knight, 2007). Culture, beliefs, past experiences, and the immediate environment highly influence higher

education students' decision-making in various areas, studying abroad among them (Perna, 2006). Impediments to international academic mobility is also another critical aspect of low participation. Students with disabilities are significantly underrepresented in international mobility, due to legal and logistical barriers that impede their participation.

The lack of access to physical and mental health programs abroad is an important hurdle. The provisions of the Americans with Disabilities Act (ADA) protect students from disability discrimination, students, and parents have placed greater demand to provide equal access to international programs. However, international health conditions, and the lack of extraterritorial application of the ADA represent a critical challenge for international administrators (Whitlock & Charney, 2012). Equally critical is the situation of undocumented students, for whom physical mobility is limited by legal restrictions (DePaul University, 2021; Butler, 2018). The Deferred Action for Childhood Arrivals or DACA permits undocumented students to obtain passport, and visas, but acquiring this status has a cost and a requires a legal process. Once they have the DACA status, they travel under The Advance Parole program regulation (TAP). Nonetheless, the TAP and even the same DACA program may be rescinded at any time, compromising their academic mobility, or the possibility to return to America. Undocumented students not under the protection of DACA do not have the possibility to travel (Butler, 2018)

Internationalization in higher education has been managed under various models, with scarce consensus on the ideal structure and multiple interpretations of how it should be managed within institutions (Deardorff & Harvey, 2021). Internationalization efforts are still focused first and foremost on the external, whereas internationalization at home or on campus is seen as relatively less important. This external orientation impedes the development of additional models of comprehensive internationalization (American Council on Education, 2017). Using their capacity and local resources, institutions can create inclusive global educational opportunities. By implementing innovative forms for students to interact internationally and connect that experience to their local communities, educators can teach students to acquire important competencies. However, in a comprehensive global education strategy, not only the curriculum and the pedagogy must be modified. It is necessary to incorporate learning experiences and real-life practice for both students and faculty and thus develop the administrative support mechanisms to make this response possible and accessible. Not undertaking these experiences limits the professional opportunities of low-income, first-generation and other underrepresented students.

Main topics: Globalization and work environment, cosmopolitanism and education, social justice in education, intersection of cosmopolitanism and social justice, definitions and different models of global education, and educational leadership.

Literature Review

The research questions have set the topics that must be included in this section. Existing data provide an understanding of the significance of the problem, the circumstances that have led to the need for a global education strategy, and the description of what has been done previously. The focus of my research and the particular case study of DePaul's strategy has not been approached from a primary data perspective but using research by many experts and organizations of regarded credibility and the information delivered by DePaul website is possible to establish connections. Existing studies used quantitative, qualitative, and mixed-methods approaches and individually have addressed the topics involved in my research questions. The comparison between what has been published before and how I want to approach this study sets that dialogue in the existing literature with the practical approach of how DePaul University implemented its global strategy. Summarizing the groups of studies by main topics in broad categories is an important part of this research structure and set the organization of the case study. To facilitate the understanding of the topics, a glossary of the concepts more frequently used is included at the end of this document.

Globalization and Work Environment

Globalization is a term that has become familiar in multiple contexts, such as politics, economics, sociology, ethics, and ecology. Globalization has many definitions, and the laws of the market define one of them. Economic globalization means that fundamental decisions are made by transnational economic and financial groups, implying a decrease in participatory democracy while increasing the socioeconomic inequality (Department of Economic and Social Affairs. United Nations, 2020)

Changes in supply chain management, outsourcing, advances in technology, and rapid internet communications have forced businesses and industries to hire people able to work in a highly diverse environment and interact, understand, and communicate with other cultures, namely people with global competence, which is necessary to meet the demand of this labor environment. Global competence comprises an important set of skills, such as critical thinking, cross-cultural communications, problem-solving, and creativity. A report on the state of American jobs, conducted by the Pew Center and the Markle Foundation, points out that the current business environment has turned these into high-demand skills. Unfortunately, a large percentage of recent graduates lack at least one, if not several, which hinders their successful entry into the labor force. Individuals with creativity, lifelong learning skills, and a commitment to continually upgrade their abilities will have more chances to navigate and survive a global environment (Pew Research Center, 2016).

Isolationist stances against globalization based on disaffection, protectionism, and nationalism frequently highlight the negative impacts of globalization (Ghemawat, 2016). Nonetheless, statistics indicate that even though unequal conditions prevail, the number of

people living in extreme poverty worldwide is declining, while the quality of life is improving for most of the world's population (United Nations, 2015) (OECD, 2018). Experts in global leadership concur that when conducted responsibly and ethically, globalization may produce economic growth, raise communities' living standards, enhance competitiveness and sustainability, and provide affordable goods and services (Lucas, Kang, & Li, 2013; Grimalda, Buchan, & Brewer, 2018). However, they also claim that the various industries must hire individuals able to create this ideal environment.

Constant global rivalry forces organizations to hire employees with flexibility and creative skills. These skills help individuals within the organization solve constant challenges that arise from different circumstances (Larkin, 2014). Consequently, creativity and innovation have become instrumental in current working conditions. Skills that were previously highly valued are slowly becoming obsolete as societies move from the logical and linear skills of the information age to a conceptual age. Globalized work environments are becoming inventive, empathic, and big-picture-skills decisive (Pink, 2012). Embracing innovations by regularly producing ideas is the foundation of human adaptation capacity (Behara & Davis, 2015). To survive in this global environment, students must develop different forms of thinking, detect patterns and opportunities, create emotional experiences, and use a persuasive narrative.

Cosmopolitanism and Education

The term *cosmopolitanism* derives from the works of Diogenes the Greek philosopher, who used the word *kosmopolites*, meaning citizens of the world. *Kosmos* means "universe," and given that all humans are inhabitants of the world, they must aim at this universal citizenship as a form of social collectivism (Stanford University, 2019). Cicero later presented the idea of cosmopolitanism beyond the limits of social interaction by calling it a fundamental part of natural law. Every human being must seek the well-being of any other human being, simply because they belong to the same collective and follow its necessary regulations (Appiah, 2006).

According to Voltaire, "we have the obligation to understand those with whom we share the planet" (Appiah, 2006, p. xv), and by doing so, we will be able to understand their practices and beliefs and create the conditions for a more inclusive environment. Voltaire, along with many others philosophers of the Enlightenment, was in favor of a world that was ruled by universal laws centered in reason as a legitimate source of power. As a man living in revolutionary times, he opposed monarchy, slavery, and social class distinctions, arguing that the world needed more knowledge, sympathy, and tolerance instead of more differentiation. He invited people to fight injustices and prejudices and stressed the values of humanistic virtues as opposed to conventional morality. Voltaire's precepts are founded on the principle of tolerance as the highest virtue. Individuals should seek this virtue to live in a harmonious way with others, and by doing so, they become capable of facing a variety of situations with the same ethical approach rather than following a fixed and inflexible set of rules (Malpas, 2012).

It is not surprising that Voltaire discussed civil responsibility toward a global community during the 18th century. The Enlightenment, as a philosophical movement advocated for the ideas of progress, liberty, and tolerance in the harsh working environment of the Industrial Revolution. Individuals needed to adapt to the new forms of production of a modernized society to access better living conditions through paid work (Malpas, 2012). By seeking separation from obscurantism, the Enlightenment encouraged skepticism and critical thinking but also tolerance and respect. To prevent the brutal exploitation that technology

engendered during the Industrial Revolution, it was essential to ensure that workers acquired both skills and education to face this new economy under the premise of rationalism (Van Leeuwen, 2016).

Humans today are living with the consequences of a new industrial revolution and its goal of mass production. Globalization impacts working conditions now probably more than during the 18th century. However, it also provides individuals with opportunities to learn how to better approach these working conditions through practical applications. The value of learning and the fundamental role of education may improve people's lives by using international collaboration to instill in students a deep respect for human rights.

As Kant stressed, "educators must teach students to find the value of reconciliation and harmony in a world of differences" (Rorty & Schmidt, 2009, p. 6). Kant's ideas on cosmopolitanism are based on non-aggression and respect for humanity as expressions of the supreme importance of justice and are the foundation of several countries' legislation. The philosopher deemed cosmopolitanism to be one of the conditions necessary for perpetual peace. Hence, there must be a special dignity and freedom for all in this universal community, as opposed to a disorderly and unfriendly universe. Peace requires permanent vigilance toward human aggression, and human development plays an important role in this equilibrium of force and peace (Nussbaum, 2010).

Nussbaum promoted a list of ten basic human capabilities. These capabilities offer a description of the minimal conditions that any human being must have to thrive in life, and they are as follows: physical health; physical integrity; senses, imagination and thoughts; emotions; practical reason; affiliation; concern for other species; play; and control over one's environment." (Nussbaum., 2001, p. 17).

Similarly, Sen's description of ten basic capacities of human development states that certain human capabilities are necessary to provide a threshold of full social, intellectual, and civic life, which permits control of one's environment (Sen, 2001). To deal ethically with an environment that is constantly modified by economic global forces, it is necessary to develop what is often termed global citizenship, making it important for people to become effective in interacting with individuals of different cultural backgrounds and lifestyles. Understanding how one's actions affect others elsewhere in the world builds a sense of responsibility. Developing sympathy for other human conditions must be one of our educational goals today, because by doing so, we help expand the minds of students who may well be future decision makers in an interconnected world.

According to White cited in Hansen, "cosmopolitanism is not something that happens to people, it is something that people do" (Hansen, Burdick-Shepard, Camaranno, & Obelleiro, 2009, p. 587). Paraphrasing, cosmopolitan education is something that people do by learning to actually behave in an ethical way. Educators must be creative in including this ethical formation within the curriculum, teaching and discussing international issues, promoting positive debate in world matters, reading and comparing international literature in politics, and analyzing historical events. This multidisciplinary approach to international education is essential in forming individuals capable of understanding the various human conditions and behaviors in different environments.

Appiah (2017) defines cosmopolitanism as "any one of many possible models of life, thought, and sensibility that is produced when commitments and loyalties are multiple and

overlapping, not on one of them necessarily trumping the others” (p. 3). Global skills, besides being critical for students’ professional development, teach them how to be individuals in a community among communities, create better global trade conditions, prevent or treat diseases with vaccines and new drugs, counteract the impact of global climate change, and become aware of the worth of every human life (Appiah, 2006).

In addition, Appiah uses the ideas of Diogenes to affirm that we must be citizens of the world, explaining that this idea is a metaphor of how human beings must live in tolerance and otherness and not as the concept of a single hegemonistic government. Individuals must perceive themselves as fellow citizens with the responsibility of caring about other human beings, even when they are not part of the same political community. Diogenes’s ideas have also been translated into the Christian and Islamic philosophies to emphasize the spiritual affinity that must exist among all human beings.

Furthermore, Appiah advocates for the right of communities to live according to different standards even when they share the same space, because by accepting this pluralism, humans can flourish in different ways within the same society. Cosmopolitanism is an empowering concept that permits all individuals with different cultures and values to develop the necessary skills to live and thrive in the same society (Center for International and Regional Studies., 2021). The concept of a global community embedded in cosmopolitanism promotes the development of habits of coexistence, conversations around living together as a human community, and the creation of an association that makes sympathy practical (Appiah, 2007).

Hence, cosmopolitanism has a collective approach to life but with an individual centered aspect, the collective experience has an impact in the individual development. This collective human formation is found in Wardle four perspectives: identification with the world that transcends local commitments; position of openness and or tolerance toward other’s ideas and values; expectation of historical movement toward global peace; and normative position to advocate for cosmopolitanism values (Wardle, 2015) .

The acquisition of capabilities or skills described by Nussbaum, Sen, and Appiah is connected to formal education and is part of a lifelong process. Early childhood is the time when most learning occurs, but it is in young adulthood that individuals build knowledge and expertise in some particular domains. According to a longitudinal study on intellectual change across the life span conducted by Brysbaert, Stevens, Mandera, and Keuler cited in Broderick and Blewitt, skills such as spatial orientation and inductive reasoning improve during young adulthood, and higher education may play a fundamental role in the development of these skills (Broderick & Blewitt, 2020, p. 435). The opportunities that young adults have to develop these skills within an academic environment are critical for the knowledge they will need in later stages of their lives. The improvement of their capabilities during the four years of college has been studied by experts in education, and their findings indicate that many of these capabilities evolve significantly. Imagination, senses, thoughts, practical reason, and affiliation are parts of the logical thinking skills developed during childhood and adolescence; however, more advanced forms emerge during early adulthood. This process has been called “postformal” by some authors, while others called it “the fifth stage of thinking,” as an extension of Piaget’s stages approach. Perry and more recently Kitchener cited in Broederick and Blewitt have elaborated on cognitive theories about the qualitative differences in problem-solving and logical thinking during early adulthood. As a postformal or fifth stage, young adults learn how to assimilate information, confront problems, and assume responsibilities as a metacognitive understanding of their environment (Broderick & Blewitt, 2020) .

Cosmopolitanism and Pragmatism

Appiah's approach to cosmopolitanism is pragmatic and connected to practical concerns. According to him, cosmopolitanism must be reflected in various aspects of human experience; this practicality leads to an optimistic vision of the future of the world, creating a tolerant and humanistic international environment (Appiah, 2017). Appiah's approach to cosmopolitanism includes various aspects of human interaction and recognizes the vital place that interculturalism has in human lives, including in labor. He stresses the importance of developing a form of community where all parts involved in the global labor process feel equally respected and included

According to Appiah, individuals should find the dignity of work in genuine and valuable contributions to their communities' prosperity. Individuals have the right to feel worthy and live a dignified existence with suitable economic opportunities. Hence, providing students with opportunities to learn how to transform the impact of globalization is part of the democratization of local, national, and transnational communities (Appiah, 2008). Kantian pedagogical reflections support Appiah's statement. Kant considered that the task of education must be assumed as an activity essentially oriented towards the formation of individuals capable of assuming critical attitudes toward the norms that regulate social life and of operating significant transformations in all aspects of their environment (Beade, 2011). Appiah's concept of "partial cosmopolitanism" shows clear respect for local values, traditions, and political organization, claiming that taking an interest in the particularities of people's lives entails respecting their personal attachments (Jeffers, 2013). Understanding of the nuances of multiculturalism leads to the development of empathy and solidarity in all aspects of social and economic interactions.

According to Appiah (2017), by interacting with other cultures, students develop the necessary self-awareness that permits them to identify differences in others while maintaining their own values. Specifically, by learning other groups' positions and arguments, they learn to respect diverse ways of solving problems without resigning their own models and cultural attachments (Appiah, 2017). In other hand, Nussbaum wrote outstanding essays on cosmopolitanism; in particular, her work around the theme of global education is well known among experts in international education. However, Nussbaum's perspective gives the sense that global education must forget local values and replace them with universal ones. Her work on cosmopolitan education presents a tension between patriotism and cosmopolitanism that leaves local patriotism aside to develop a "globally sensitive patriotism" (Papastephanou, 2013). Nussbaum's approach to global education also promotes wealthier nations' moral obligations beyond their borders, namely that rich countries have a duty to share their educational resources with citizens of less developed ones (Sund & Ohman, 2010) (Noddings N. , 2016). Although Nussbaum philosophy can be considered a cosmopolitan concept to face global injustice, it implies a sense of educational hegemony and dependency. Imposing American values in other people believing that cosmopolitanism is embedded in "American Constitution and laws" is American exceptionalism and not cosmopolitanism (Noddings N. , 2016, p. 213).

Appiah emphasizes the importance of learning how to coexist in a global environment as citizens of the cosmos, embracing our differences and values (Appiah, 2006). Appiah's cosmopolitan theoretical framework opposes to Nusbaum universalization of values. He claims

that openness to otherness should be reflected in several aspects, including education. The acceptance of different cultural values and identities is connected to the human aspiration to be needed in society, and the ways in which individuals contribute to enhancing global environment.

Additionally, flexibility and innovation are also key concepts in cosmopolitanism for future working conditions (Jones, 2016), and it is thus essential to teach students how to create innovative solutions to future problems instead of providing them with rigid models that may rapidly turn obsolete. In this regard, Appiah claims that in a global society, creativity is a unique ingredient to achieve inclusion (Appiah & White, 2019). Since new ideas feed creativity, Appiah introduces the concept of intercultural conversations as forms to insert innovation. These conversations may not lead to consensus, especially when values and culture are involved; however, they can help individuals get used to learning from others and find solutions to the challenges imposed by an increasing interaction across borders.

“The challenge, then, is to take minds and hearts formed over the long millennia of living in local troops and equip them with ideas and institutions that will allow us to live together as the global tribe we have become.”

Kwame Anthony Appiah

Social Justice in Education

Social justice has been included in comparative and international education, development education, intercultural competence, and international education policy. According to Wick and Willis (2020), the power of international education resides in helping students craft a vision of a better world. Cultural relativism, as the opposite of ethnocentrism, proposes the understanding of a culture from the inside. According to Bennett, as cited in Wick and Willis (2020), cultural relativism is “the belief that a culture should not be judged through the lens of another person’s culture, but that it must be experienced and understood through direct exposure to the culture and understood on its own terms.” This relativistic perspective is one of the goals of current internationalization programs and also represents a critical intersection between social justice and global education (Bennett & Bennett, 2004; Wick & Willis, 2020).

According to Spring, multicultural education helps us identify similarities and differences among cultures without making the mistake of bringing individuals together under one dominant culture. Spring hence claims that the four values of multicultural education are to build tolerance of other cultures, eliminate racism, teach the content of other cultures, and teach students to view the world using different cultural frames, without the dominant-dominated perspective (Noddings N., 2016). In this combination, the dominant culture will try to impose its ideas upon the oppressed or dominated culture. Freire considered that the liberation of the oppressed culture resides in learning and generating themes describing their problems and possible solutions (Noddings N., 2016). A global education that considers only one dominant perspective is incapable of bringing the liberation of Freire’s posture.

The constructivist theory of Paulo Freire has been identified as strong support for the type of education that prepares students to embrace globalization in a positive and informed way. For Freire, the practice of freedom only occurs when the oppressed have the conditions to discover and conquer their identities, reflexively seeing themselves as subjects of their own historical destiny. Critical constructivism is based on interpreting what is learned and the distinction between describing a phenomenon and understanding all its nuances, thus connecting the meaning to multicultural human experience (Kincheloe, 2008).

One important critique of Giroux to American higher education is that universities are defined through the corporate demand focusing on building a workforce for a “global economic and military power.” He claims that there is limited interest in promoting an education founded in a civic, political, and moral practice for freedom in this context. (Giroux, 2010, p. 715). The Freire philosophy was not based on creating good workers, subordinated to the function of labor or careers. Students must have the preparation to create a self-managed life. This self-management occurs when individuals understand the world in which they live, in its economic and political dimensions. When students do not have the kind of education that permits them to learn a global reality, they cannot use their voice to create ideas for a better world. Without global learning, students’ ideas are constructed based only in a parochial realm and distant from complex reality. The impossibility of thinking in a broader way condemns them to isolation and ignorance (Giroux, 2010).

Furthermore, according to Freire, individuals must achieve a level of consciousness that involves understanding complex phenomena (Trout, 2008). Bringing students to the awareness of their potential, they learn how to change their reality and pursue the type of action and reflection necessary to transform their environment, instead of being passive subjects of the consequences of situations beyond their control. A clear example of critical awareness of a complex phenomenon is the understanding of migration. When students perceive migration as simply an arbitrary displacement of people without knowing its motivation and complexities, they cannot understand a complex world problem. Without adequate information, students are incapable of reflecting on the nuances of forced migration. They do not understand that people leave their home country searching for resources or safety, conditions denied in their own countries due to political situations, ecological destruction, or meteorological catastrophes. Without the appropriate analysis, students cannot understand the dimension of global issues, seeing immigrants or refugees as a burden on their local economies and a threat to their opportunities. When students and teachers together analyze and understand a dynamic phenomenon such as this one, they might achieve a complete understanding of world events.

Freire also claimed that no one is entirely self-educated; people are educated in a socialized way, influenced by the socioeconomic context in which their community evolved. Instead of being passive receivers of knowledge, students become critical researchers in a dialogue with the educator, who is also a participant and learner (Paiva, 2005). Students are placed in a position to critically rethink their world, know and describe it with their own words, and their ideas might have a different meaning from what others would impose on them. A teacher must be a liberator and a conductor for this freedom through the learning process. In this liberating process, consciousness emerges from lived experiences, and the world is understood as a human project. Teachers and students in collaboration understand the world, and by reconstructing its realities, they learn that the world is not exclusively theirs or exploited by them. Instead, it is a place where all individuals must have a political space and must be empowered to execute their social responsibility (Giroux, 2010; Kahn & Agnew, 2017).

The connection of Freire's liberating process and the student's preparedness for future challenges is visible in his concept of "problem-posing education". According to him, people build their power to perceive how they exist in the world critically; their actions are produced by their perceptions of their reality (Freire, 1993, p. 86). However, this reality is in constant change, and it cannot be taught in a rigid way that denies any progression to new knowledge (Freire, 1993). In his critical pedagogy, there are two types of education: banking and liberating. In his conception of banking education, the student is only a receiver of knowledge. Like deposits in a bank account, the teacher deposits knowledge in the student's mind and is the only one who speaks, knows, and chooses the contents learned in class. This process eliminates creativity, discourages critical awareness, and prevents dialogue, all aspects necessary to achieve an education that prepares students to face globalization.

The internationalization of the curriculum and Freire's pedagogy based on dialogue and reflection are valuable tools to achieve the type of education required in a global context. Freire perceived dialogue as a human act, and the essence of this dialogue is the world. Using words, humans establish two essential dimensions: action and reflection. When individuals can create their own words, connected to their ideas, and use them in a global dialogue, they can transform their world (Freire, 1993). Based on this precept, students and teachers can learn how to develop an intellectual dialogue regarding global perspectives. Teachers can guide students in developing the skills necessary to excel in a multicultural environment, where they can interpret different realities. Pedagogical approaches inspired by Freire's philosophy allow both teachers and students to connect global issues and local experiences, using their knowledge to understand broader aspects of societal conditions, and prepare students for future professional challenges.

In international education for social justice, it is necessary to modify the curriculum and the pedagogy and incorporate learning experiences and real-life practice for both students and teachers. Otherwise, the dialogue becomes ineffective for discussing what it means to be a citizen in an increasingly multiracial and multicultural world (Freire & Macedo, 1995; Wick & Willis, 2020). The teacher-student mutual learning described by Freire cannot be achieved if the teacher is not capable of setting students free from stereotypes and misrepresentations and helping them develop an attitude of tolerance and respect toward those called "different." Pedagogy research has noted the urgency of including global citizenship education in teacher preparation programs, providing them with the tools, knowledge, and skills to bring global perspectives into the class and effectively discuss them and within a positive environment (Zao, 2010).

Many American universities have included global competence in their curricula, yet today's teachers rarely begin their careers with skills to bring the world into their classrooms (Jackson & Soppelsa, 2012). Some institutions, such as the Woodrow Wilson Academy for Teaching and Learning and the Teachers College at Columbia University, have developed certificates and professional development programs to prepare global teachers. Initiatives like Teachers for America have also provided financial support for teachers who want to develop global skills. Still, these initiatives are not available to a large population, and they remain highly selective (Thomsen, 2015). After the Second World War, some universities, such as the University of Chicago and the University of Michigan, supported by the Ford and Carnegie foundations, established centers to study global situations beyond the US borders, addressing cultural, economic, social, linguistic, and political aspects of different cultures (Miller-Idriss, 2016). However, these efforts remained at the individual university level and were designed more for research and not teaching, nor to create education policies.

Preparing globally competent teachers depends mainly on local schools' efforts and is subject to designated professional development items in district and school budgets. An excellent example of a strategy to ensure all students graduate with global competencies is the Minneapolis Public Schools system, which recognized the importance of supporting teachers at various levels to build global competence in the classroom. This school system made this a strategic part of their district's education, dedicating funds to faculty development in this particular regard (Mortenson, 2015).

The implementation of age-appropriate pedagogy to develop awareness in some complex issues creates an open space to discuss global topics in the classroom. However, without adequate education and practical experience, this is a very challenging task (Guo, 2014). Teachers need to be supported with adequate preparation programs to be active actors in dynamic global education. Otherwise, a large part of the population is left behind, and again, the development of global skills remains exclusive to an elite segment, eliminating the possibility of social justice and equity in education.

Definition and Models of Global Education

Despite the length of time humankind has lived under the impact of globalization and knowing how crucial education's role is in alleviating the issues it has produced, there are still profound problems in defining what exactly global education is. Governments and scholars have attempted to develop a comprehensive definition. The idea of an education system promoting engaged global citizenship is present in various definitions. The concept of student-centered systems emphasizing research on global issues and skills to solve them is also common, as is the notion of global education as social or collective learning based on respecting different cultural values and their inclusion for social equity and sustainability.

Debates within the broad field of global education as an umbrella term have been around for decades. In the Maastricht Global Education Declaration in 2015, experts in this area concurred in defining it as "education for a greater justice, democracy, and human rights, with a global perspective." Terms such as development education, intercultural learning, education for peace and conflict resolution, and education for sustainability are some of the concepts included under this umbrella term (Marshall, 2015, p. 108). Multidisciplinary research centers have been created in important colleges and universities to study the impact of globalization from different perspectives. Historically, global education grew in the 20th century with the peace movements in the United States. The Council for Education in World Citizenship and UNESCO promoted the incorporation of global education in higher education "to ameliorate the world's troubles by cultivating in the younger generation an international understanding" (Marshall, 2015, p. 110).

Over the years, global education has been connected to several educational models to promote internationally minded schools. Faculty participation has been essential to design, deliver and assess the effectiveness of this effort. The curriculum of the International Baccalaureate program was created based on these models with the goal to "increase the awareness of students and promote reflection and research on global issues." (Marshall, 2007, p. 44) Later, the term *world studies* was introduced in higher education to emphasize the importance of this area and promote global understanding, multicultural education, and political education. Freire's and Illich's pedagogy were introduced to promote changing attitudes and encourage respect for all individuals' dignity (Marshall, 2015).

Global competence is frequently mentioned in studies regarding concern that education systems do not adequately prepare students for an interconnected world. These studies have based this statement on the lack of a consistent evaluation of the impact of international education activities. Their assessment models emphasize the need to evaluate whether institutions educate students to be globally competent citizens and workers, considering that global citizenship education is capable of making them grow as professionals on a global scale (Pashby, 2011).

Some authors promote the term international education as opposed to global education. International education, recognizes the existence of nation-state and the boundaries between them. The understanding of the national interrelation is necessary for the development of the so called inter-national mindedness, whereas the second one refers to education for the world based on the concept of cosmopolitan citizenship (Marshall, 2007). Since this study is constructed under the premises of cosmopolitanism, I use the term global education.

The OECD has developed definitions of global education through the development of global competence with two approaches—one that is connected to human capital theory and another that serves educational strategies. The first defines global competence as “the knowledge, skills, competencies, and attributes embodied in individuals that facilitate the creation of personal, social and economic wellbeing” (Brian, 2007, p. 29). The second is connected to the critical role of education in global citizenship development (OECD, 2018).

The report *Preparing Our Youth for an Inclusive and Sustainable World: The OECD PISA Global Competence Framework* defines global competence as “the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective wellbeing and sustainable development” (OECD, 2018, p. 7). This definition encompasses global competence in educational and professional contexts.

Several organizations have been created to define research areas and the educational activities involved in the concept of global citizenship. The Greek Comparative Education Society, the Sociedad Espanola de *Educacion Comparada*, and the Japan Comparative Education Society have each emphasized the need to explore and compare existing initiatives, including those with the best results across the curricula.

The participation of several international education organizations, such as the Association of International Educators (NAFSA) and the Association of International Education Administrators (AIEA) has proved to be very productive and helpful in the implementation of networks aimed at developing global competence in higher education. However, the differences in educational models and definitions have created confusion in the terminology used and difficulties in the desired comparisons and accurate assessments (Deardorff, 2006). Given the variety of definitions, it is common to find overlap in the educational literature on global citizenship education, cosmopolitanism, multiculturalism, intercultural competence, and internationalization in education. Several reports on education for global citizenship indistinctly contain outcomes on global, intercultural, and multicultural aspects. This lack of consensus on definitions varies depending on the world region where the studies are conducted—Europe, America, or Oceania—and this makes it difficult to compare their results.

Several experts in international education have agreed on the need to observe multiculturalism, creating learning environments to promote respect for human diversity (Deardorff, 2015). Despite the differences in descriptions and terminology, there is an intention to encourage the responsibility that students will have in the solution of future world needs (Marshall, 2015). For practical purposes and to explain the importance of the working environment for global education, cosmopolitanism, and social justice, it is important to define global education as the various pedagogical models aimed at developing a combination of knowledge, skills, attitudes, and values that individuals as citizens and workers must have to thrive in an interconnected world (OECD, 2018). Understanding of the impact of the work environment is crucial for comprehending how students can be prepared to face the consequences of globalization.

Leadership with vision

One of the most difficult choices when setting priorities and executing positive changes in an organization is choosing between short-term optimization strategies and long-term innovation strategies. Short-term optimization ignites a change and illustrates the capacity to solve a problem, but it may have a limited impact. Maximizing long-term value involves experimental discovery that encourages new improvements and constant innovation (Rosenber, 2021). Leadership based on design thinking might be useful in the production of long-term values. However, design thinking can be messy and nonlinear, and this condition makes it difficult to embrace, particularly in education (Gallagher & Thordarson, 2018). Its open-endedness confronts a system driven by mandates, top-down decisions, and rigid rules. Therefore, it is necessary to have a constant guide, and the school's vision and mission must be that compass.

Vision embodies fundamental institutional principles and must be at the center of any change, regardless of how critical these changes are. According to Alegre, Berbegal, Guerrero, and Mass-Machuca (2018), vision is the foundation of the development of educational resources and practices. It is also the base on which to set the school's competitive advantage and the environment to better serve a societal function. Vision rules strategic planning for university effectiveness and success in the long term. Like a blueprint, vision models mission, values, and goals. Mission and vision statements are essential part of school identity of and guide all its organizational activities (Alegre, Berbegal-Mirabent, Guerrero, & Mas-Machuca, 2018). Hence, any decision needs to be made after carefully taking into account the vision, so the results contribute to the organization as a whole and prevent inadequate and costly changes.

According to Ozdem (Ozdem, 2011), vision is defined as “a look towards the unknown to define the future, which combines current facts, hopes, dreams, threats and opportunities” (p.1889). Efil, cited in Ozdem, defines vision with a futuristic approach claiming that vision must consider what the organization wants to become in the future and “which position it desires to acquire.” (p.1990). Gallagher and Thordarson also point out this constant search for innovation claiming that leaders should not wait to solve a problem, but actively look for ways to improve their work (Gallagher & Thordarson, 2018). By anticipating needs and turning problems into positive opportunities to innovate, leaders prepare their organization for future challenges while considering the institutional integrity described in the mission.

The most difficult part of leadership effectiveness lies not only in changing existing processes but creating a results-driven structure capable of identifying opportunities with enough potential. It is important to construct a collaborative climate to maximize long-term value programs without generating conflicts between different areas (Kogler Hill, 2016). By rethinking the current methods and models of operation and developing not a process but a mindset based on empathy and observation of the needs and priorities of different units, it is possible to build bridges among organizational structures.

Strategic planning must be developed following the description of the vision. Given its critical importance, strategic planning requires the identification of the organization's objectives, the methods to reach them, and the ideal leadership structure, and it must have a long-term and future-oriented approach. The success or failure of the strategic planning is intrinsically connected to the vision and the leadership's effectiveness in performing according to the organization's ultimate goals. A shared vision, elevating goal, and unified commitment are sine qua non conditions for the success of design thinking-inspired leadership (Kogler Hill, 2016).

Design Inspired Leadership

According to Gallagher and Thordarson's concept of design thinking in education (Gallagher & Thordarson, 2018), in order to ignite a positive change in education it is necessary to create innovative solutions. As these authors explain, traditional institutions perform around two basic principles: "take students as empty vessels and fill their heads with knowledge" and "use an assembly line format to group them and conduct them through a fixed amount of knowledge" (p. 1). These basic principles served a purpose for many years, but in what the authors call the "volatile, uncertain, chaotic, and ambiguous world in which we now live", those principles are obsolete (p. 2). Today's disruption pushes school leaders, both faculty and administrators, to move faster and produce the necessary change. Gallagher and Thordarson suggest applying the principles of design thinking inspired leadership not only in a curricular form, but in the reengineering of student services, including those connected to global education.

The vast majority of the literature regarding the effectiveness of higher education for the 21st century discusses the need for education to be different and adapted to the needs of the global environment. Ideally, higher education should contribute to the economic security of a larger population and to the development of active citizenship (Levine, 2014). However, there are many challenges that higher education leaders have to face and solve in order to achieve these ambitious goals. Educational leaders must address complex demands, traditional systems, compliance, rankings, and scores (Chan, 2016) and additionally, they must enhance curriculum and educational activities, without incurring in extra expenditures. The cost of enhancing student services seems to be frequently at the center of potential solutions. Any improvement or change is reflected in the school finances. Frequently, in order to education more affordable and accessible, experts in educational leadership diagnose problems and propose solutions focused on cost reductions (Dickeson, 1999; Rosenberg, 2021; Chan, 2016). However, research also has shown that cuts in programs and personnel have not been a long-term answer to solve the challenges of higher education.

Additionally, cutting costs by reducing student support does not necessarily mean better education. If the cost reductions are not accompanied by innovation, financial reductions might have a negative impact (Gallagher & Thordarson, 2018). In summary, institutions need to be extremely creative to serve students according to their particular needs, following global trends, and without increasing operational costs. Educational leaders are experiencing major disruptions, and they need to develop new abilities and assume new roles. However, the skills required to manage, lead, and change are constantly varying, and to cope with the redesign of administration, it is necessary to implement innovative strategies.

According to the World Economic Forum, a profound change in the approach to education is needed. One of the main concerns of this organization is that higher education in general is not making the changes necessary to keep up with rapid world evolution (World Economic Forum, 2016), so new perspectives in educational leadership are suggested. Design-inspired leadership has been identified as one of the most powerful ways to address higher education challenges in a globalized environment, because it represents more than a change in the process, instead it focuses on changing the mindset of educators and administrators (Gallagher & Thordarson, 2018) This change is possible only with the right leadership approach.

Kogler Hill (2016) proposes team leadership as the best approach to lead today's organizations. She claims that this approach permits leaders to solve increasingly complex tasks, account for the impact of external factors such as globalization, and achieve organizational goals. Among many outcomes, team leadership improves decision-making and problem-solving and promotes greater innovation and creativity. Team leadership also promotes change by defying traditional authority structures, representing a lateral interaction as opposed to traditional vertical structures. This power shifting in teams is called heterarchy, as opposed to hierarchy. Heterarchy has a flexible structure that facilitates interaction among units. An important characteristic of team leadership and its relevance to higher education is its unique process-oriented setting. The success of the elements in the team plays a critical role in the organization's success. Responsibility for the collective success of the organization is shared among teams and their members.

Shared leadership involves members stepping forward to provide leadership in some actions despite not being the formal leader of the team. This leadership behavior influences the team and maximizes its effectiveness. Team leadership also permits the distribution of challenging tasks. Spillane (2006) also suggests that distributed leadership might be the model to follow to ignite changes in rigid structures like education. He claims that distributed leadership addresses the collective interaction of leaders and followers and constitutes not only a theoretical approach but a leadership practice. In this practice, decision-making does not reside in the individual skills of one person in a fixed position within the organization but in the collective repertoire of skills of all the members in the team (Spillane, 2006).

According to Lafasto and Larson, as cited in Kogler Hill (2016), one of the characteristics of distributed leadership is its results-driven structure. The team goals must be modeled by the main vision of the organization, and success depends on the clarity in which this is transmitted. Without this precise compass, teams might fail because they let something else replace the vision and goals, like personal agendas or power issues (Kogler Hill, 2016). Long-term success will also be defined by the results-driven structure of team leadership.

Task Forces

There are several considerations involved in the process of aligning global strategies to an institution's vision, mission, and values. Based on the seminal work of Lewin in strategic planning and its connection to nonprofit organizations, McHatton, Bradshaw, Gallagher, and Reeves (2011) concluded that one of the benefits of strategic planning is "gaining stakeholder consensus for organizational objectives and future action" (p. 235). This clear understanding provides an ideal starting point and foundation upon which the strategy must be built.

In a study conducted by Childress (2009) regarding planning for internationalization among 31 institutions affiliated with the Association of International Education Administrators, the implementation of a task force was identified as a common practice that was beneficial for the solution of critical issues. Childress identified three main hurdles for the implementation of international strategies: lack of campus-wide understanding of international education, faculty preference to work independently and exclusively in initiatives aligned with their professional interests, and lack of top-level support.

According to Harkness, the implementation of a task force has an important value in academic strategies. Among various benefits, he mentions increased productivity, enhanced peer relations, and greater support among academic members. Task forces address specific concerns through the following five stages process: analysis and decision making, planning and preparation, start up, assistance, evaluation, and closure. A task force can be dismantled once the problem has been solved and the regular operation that solves the problem is implemented (Harkness, 2020) .

A global education strategy must provide direction and definition of the goals of the internationalization of the institution and the commitment to accomplish them (Knight, 1994). The strategic consensus must take into account the complexity of this process and how to overcome traditional silos. The strategy must facilitate the engagement of all the stakeholders involved as a critical factor of its implementation (Knight, 2004). However, higher education institutions are comprised of organizational structures with diverse academic and co-curricular units, all operating independently. According to Adler and Gunderson (2008), task forces are instrumental in the development of international strategies. Additionally, Knight (2004) describes the functionality of task forces in education as "organizational mechanisms that facilitated the involvement of faculty and administrators throughout the institutions in the development of internationalization" (p. 24). A task force is usually comprised of faculty, administrators, and, in some cases, trustees. Task forces provide an important organizational structure to enable the development of an internationalization plan, listening to the voices of the various agents involved (Childress, 2009).

Data Collection & Analysis

Globalization and Working Environment

Global Scenario.

In 2018, the OECD released the Future of Education and Skills 2030 project's report, which defines skills as "the ability and capacity to carry out processes and to be able to use one's knowledge in a responsible way to achieve a goal" (p. 5). Skills are part of the concept of competency, which refers to the mobilization of knowledge, skills, attitudes, and values to meet complex demands. Additionally, OECD defined that three types of skills that recent graduates must have, dividing them as follows: cognitive and metacognitive skills, which include critical thinking, creative thinking, learning to learn, and self-regulation; social and emotional skills, which include empathy, self-efficacy, and responsibility; and collaboration skills, including communication skills and the use of collaborative information technology (p.22). The international group of stakeholders involved in this project concluded that higher education institutions must contribute to the development of these three sets of skills to navigate novel environments and challenging conditions (OECD, 2018)).

In addition to this practical conclusion, it is critical to ensure that graduates acquire a global competence that allows them to create and pursue justice and equality in a global work context. Higher education must contribute not only to students' professional future but also to the formation of individuals capable of ameliorating the inequalities produced by globalization and collaborating ethically. By adapting their educational models, schools can be crucial in the betterment of working and social conditions (Anner, Pons-Vignon, & Rani, 2019; Lucas, 2015; (Lucas, Kang, & Li, 2013). The OECD Global Employment Outlook reveals gradual transitions in employment during recent years. The occupational composition is highly impacted by the level of education of the employees and the demanding global market. This summary exemplifies this dynamic with (OECD, 2020).

Note: Highest demand per level in green cells.

Table 1 Occupational Composition by educational attainment.**A. Below Higher Education**

Year	1. Managers	2. Professionals	3. Technicians and associate professionals	4. Clerical support workers	5. Service and sales workers	6. Skilled agricultural, forestry and fishery workers	7. Craft and related trades workers	8. Plant and machine operators, and assemblers	9. Elementary occupations
2004	2.3%	2.2%	6.3%	6.3%	19.0%	9.0%	20.7%	14.9%	19.3%
2005	2.1%	2.5%	6.2%	6.5%	19.4%	8.5%	21.2%	14.6%	18.9%
2006	2.3%	2.6%	6.3%	6.4%	20.0%	7.0%	22.5%	14.0%	19.1%
2007	2.0%	2.6%	6.5%	6.2%	19.9%	6.3%	22.8%	14.3%	19.4%
2008	2.1%	2.5%	6.5%	6.3%	20.4%	6.0%	22.4%	14.2%	19.5%
2009	2.3%	2.5%	6.7%	6.5%	21.1%	6.2%	20.9%	13.9%	19.8%
2010	2.2%	2.7%	6.7%	6.6%	21.7%	6.5%	20.0%	13.2%	20.5%
2011	1.6%	2.0%	5.2%	5.1%	21.8%	6.1%	19.8%	13.4%	25.0%
2012	1.6%	1.6%	5.4%	5.1%	21.7%	5.9%	20.4%	13.7%	24.6%
2013	1.5%	1.6%	5.2%	4.8%	21.7%	6.0%	20.2%	13.9%	25.2%
2014	1.4%	1.7%	5.1%	4.8%	22.5%	5.7%	19.5%	14.0%	25.4%
2015	1.3%	1.7%	4.8%	5.1%	23.4%	5.7%	18.9%	14.0%	25.1%
2016	1.4%	1.5%	5.3%	4.9%	22.4%	5.3%	19.4%	13.9%	25.8%
2017	1.7%	1.6%	5.5%	4.9%	22.2%	4.9%	18.7%	14.7%	25.9%
2018	1.5%	2.0%	5.0%	5.4%	21.9%	5.2%	18.5%	14.9%	25.5%

B. With Higher Education or Above

	1. Managers	2. Professionals	3. Technicians and associate professionals	4. Clerical support workers	5. Service and sales workers	6. Skilled agricultural, forestry and fishery workers	7. Craft and related trades workers	8. Plant and machine operators, and assemblers	9. Elementary occupations
2004	8.5%	43.7%	20.1%	8.7%	9.7%	0.9%	4.7%	2.0%	1.7%
2005	8.0%	43.3%	20.6%	9.0%	9.9%	1.0%	4.6%	2.0%	1.7%
2006	8.0%	43.3%	21.0%	9.1%	9.5%	0.9%	4.5%	1.9%	1.8%
2007	8.0%	43.4%	21.1%	8.9%	9.5%	0.9%	4.5%	1.9%	1.7%
2008	8.5%	43.0%	21.8%	8.8%	9.1%	0.9%	4.4%	1.8%	1.7%
2009	8.3%	43.8%	21.3%	8.5%	9.5%	0.9%	4.2%	1.7%	1.7%
2010	7.8%	43.9%	21.3%	8.7%	10.0%	0.9%	4.0%	1.6%	1.7%
2011	7.8%	47.0%	21.2%	8.0%	9.5%	0.8%	3.0%	1.3%	1.3%
2012	7.1%	47.0%	21.3%	8.5%	9.5%	0.7%	3.1%	1.4%	1.4%
2013	6.9%	46.9%	20.9%	8.6%	9.8%	0.8%	2.9%	1.5%	1.6%
2014	6.6%	45.8%	21.6%	8.8%	10.0%	0.8%	3.1%	1.6%	1.6%
2015	6.5%	45.4%	21.3%	8.9%	10.3%	0.8%	3.5%	1.6%	1.6%
2016	6.2%	45.8%	21.2%	9.1%	10.3%	0.8%	3.2%	1.6%	1.7%
2017	6.3%	45.8%	21.8%	8.7%	10.2%	0.9%	3.1%	1.6%	1.6%
2018	6.2%	45.8%	21.8%	8.5%	10.3%	0.9%	3.2%	1.6%	1.7%

Source: OECD Global Employment Outlook (OECD, 2020) . <https://stat.link/cjpr7e>

As indicated in these tables, the highest percentage of employees without higher education are in service and sales, elementary occupations, and craft and related trades. Conversely, the highest percentages of employment for individuals with higher education are in the professional and technical areas. These tables illustrate how technology, globalization, population aging, and other trends are transforming the labor market and increasing income gaps. (OECD, 2020).

In a global working environment, individuals with higher education and those with lower skills interact constantly. Those with higher education have traditionally occupied managerial positions, in which they supervise and regulate the work of lower skilled workers. Buckner and Poustma claimed that having a global mindset, cross-cultural competence,

intercultural sensitivity, and cultural intelligence are the most critical global management competencies (Bucker & Poustma, 2010) and play an important role in this interaction. Individuals with higher education must have the skills to create conditions to interact with individuals with lower education in an ethical and positive manner and provide opportunities for professional development and diversity in the labor force. Trade is also another significant factor to illustrate how education must fit labor and economic demands. The United States has been in the lead position in global trade for the last twenty years, and its influence has dominated the world labor environment (Du Boff, 2020), Trade statistics indicate a larger exchange with Mexico, Canada, China, Japan, and Germany.

Table 2 *Top five commercial partners of United States from 2010 to 2020*

Country	Average Rank 2020-2020	Average percentage of total trade 2010-2020
Mexico	1	15%
Canada	2	15%
China	3	14%
Japan	4	5%
Germany	5	5%
Grand Total		53%

Source: US Census Bureau (US Census Bureau, 2021)

The economic dynamic between countries has an impact on the social structures of both places, creating transnational communities. This summary from the average in ranks and percentages in the last ten years taken from the U.S. Census Bureau illustrates the importance of developing academic programs that expose students to the local impact of transnational interactions (US Census Bureau, 2021).

Commercial relations have a connection with the need to develop multicultural competence. The work environment under globalization changes societies from within (Beck, 2005). This so-called internal globalization creates cosmopolitan communities in important urban centers, generating important social interconnections. The two interconnections that are the most important in terms of higher education are economic and cultural. The economic dimension produces asymmetry between capital and intensified labor migration, and the cultural dimension creates increased international communication flows and adaptation of lifestyles, private and public cross-border networks, asymmetric decision-making structures, and transnational marriages and births (Beck, 2005). The trends in trade in recent years indicate that globalization has come to stay, creating multiple economic and cultural connections, and global education must respond to these dynamics.

Local Scenario.

Regarding local employment environment, the U.S. Census Bureau released a report on national employment projected to 2029. The occupations that will increase in demand by at least 10% are listed in

Table 3 *Occupations with increase in demand from 2019 to 2029*

Occupation	Increase (%)	Average salary (\$)
Medical and health services managers	31.5	100,980
Information and security analysts	31.2	99,730
Operations research analysts	24.8	84,810
Substance abuse, behavioral disorder, and mental health counselors.	24.7	46,240
Film and video editors	21.6	63,780
Interpreters and translators	20	51,830
Market research analysts and marketing specialists	17.7	63,790
Social and community service managers	17	67,150
Athletic trainers	16.2	48,440
Financial managers	15.5	129,890
Therapists, all other	14.6	52,650
Fundraisers	14.3	57,970
Forensic science technicians	14.1	59,150
Camera operators, television, video, and film	14	55,160
Agents and business managers of artists, performers, and athletes.	11.8	73,740
Child, family, and school social workers	11.7	47,390
Community and social service specialists, all other	11.7	43,790
Museum technicians and conservators	11.6	44,430
Health education specialists	11.4	55,220
Physiologists	11.3	49,170
Management analysts	10.7	85,260
Computer and information systems managers	10.4	146,360

Source: Employment Projections program, U.S. Bureau of Labor Statistics.

<https://www.census.gov/foreign-trade/statistics/highlights/toppartners.html>

The skills mentioned by the OECD as critical for the global economy in the 21st century are also critical for the occupations that will have increased demand in the United States by 2029. Having skills such as problem solving, critical thinking, creative thinking, learning to learn, self-regulation, empathy, self-efficacy, responsibility, collaboration, cross-cultural communication, and the use of collaborative information technology (OECD, 2018) will be essential globally, but also in the country's labor market. The QS Global Employer Survey is

one of the largest and more comprehensive survey to measure recruitment preferences of employers worldwide. Colleges and universities use this data as a compass to direct curriculum and student services efforts. The outcome of this study concurs with the OECD essential skills. QS Survey ranked problem solving, communication, adaptability, resilience, organization skills as well, but adds foreign language and commercial awareness to the list. The respondents are more prone to choose global-ready candidates, therefore prefer to hire students who had some international experience. The last report also shows that the recent automation of processes, have changed employers' priorities, mentioning flexibility, adaptability and teamwork, as transferable and portable skills placing them in higher levels than technology (QS, 2018).

Increasing the possibilities of participation in the formal labor market through education contributes to greater social equality. Any efforts made in the academic arena to combat marginalization in working life facilitate youth employment. The lack of insertion in the labor market at an early age may produce long-term wage and employment insecurity (International Labour Office, 2011). Employment insecurity generates power asymmetries and deterioration of social cohesion in the form of challenges to public health and housing, higher crime, and urban violence (Rosenber, 2021).

Models of Global Education.

Study Abroad Programs (SAP)

At a conceptual level, SAPs include any educational program that a student undertakes in a different country (Knight, 2012). There are several types of SAP: internships, area studies programs, bilateral student exchange, customized programs, interdisciplinary programs, faculty-led programs, immersion programs, and direct enrollment programs (Peterson et al., 2012). Assessing their effectiveness is connected to each program's purpose.

SAPs have been included in higher education as the "primary vehicle for building students' global competence." This definition's main idea is that SAPs prepare students to find opportunities and face the challenges of a globalized and interdependent world, thus developing the desired global citizenship (Murphy, Sahakyan, Yong-Yi, & Magnan, 2014, p. 1). Considering the definitions and its purposes, it is easy to conclude that SAP is the best model to develop global skills. Research on these programs' impact is usually conducted in small samples and controlled groups and centers on before and after measures of intercultural skills and language. In an important large-scale study, Chieffo and Griffiths (2004) noted the difference in global awareness between students who traveled and those who stayed at home. The students who traveled described personal growth and development of skills such as adaptability, patience, responsibility, and respect for others. These skills have a direct connection with the OECD skills for the 21st century and are also fundamental values of Appiah's cosmopolitanism. However, a major issue in the research is that it measured the impact in a very short term, mostly right after the participation, with no direct follow-up after graduation (Chieffo & Griffiths, 2004).

In contrast, other authors claim that global citizenship cannot be measured in terms of before and after participation, because it is a long-term outcome (Murphy, Sahakyan, Yong-Yi, & Magnan, 2014). Specifically, research has indicated that SAPs have an impact at the undergraduate level as an initial introduction to global awareness. In assessments of global awareness, previous studies have explained that it is stronger among students who participated in some academic mobility program as opposed to those who did not. However, a more profound impact is present in the case of preexisting characteristics of individuals who

participated, with a higher level of curiosity developed previous to the trip and learning through activities on campus (Franklyn, 2010; Simon & Ainsworth, 2012).

In research evaluating the efforts of internationalization in higher education in the United States, intercultural competence is defined from an institutional perspective as the capacity to graduate students with skills to compete successfully in a global workforce. Additionally, these skills can be transferred to other professional areas, effective intercultural communication strategies, and interpersonal interactions across cultures (Deardorff, 2006; Dimitrov, Dawson, Olsen, & Meadows, 2014). Definitions have also cited the main skills obtained by participating in SAPs, such as intercultural competence, empathy, flexibility, cross-cultural awareness, and stress management. Other definitions revolve around technical skills, foreign language proficiency, and situational factors. Researchers have also defined this intercultural competence in terms of the association between individuals of different cultures (Deardorff, 2006). Research indicates that participation in SAPs during the college years increases students' intercultural competence (NAFSA, 2008; Metzger, 2006). The most frequently mentioned outcomes of SAPs are the development of intercultural awareness, intercultural sensitivity, and intercultural communication skills (Deardorff, 2006).

SAPs vary in terms of time, whether they provide credits, and goals. In recent decades, the volume and scope of research on their impact have grown considerably, because both students' and faculty's academic mobility have become trends. Recent reports released by the Institute of International Educators shows that the areas with more mobility are STEM, Business and Management, and Social Sciences. The following table shows the most significative areas.

Table 4 *Percentages of US Study Abroad Students by Field of Study 2000-2019*

STEM Fields *	20.2
Physical or Life Sciences	7.7
Health Professions	5.0
Engineering	3.8
Math or Computer Science	2.0
Business & Management	19.5
Social Sciences	20.4
Foreign Language and International Studies	7.4
Fine and Applied Arts	7.6
Communications and Journalism	5.6
Education	3.9
Legal Studies and Law Enforcement	1.6
Foreign Languages Exclusively	6.8
Undeclared	3.0

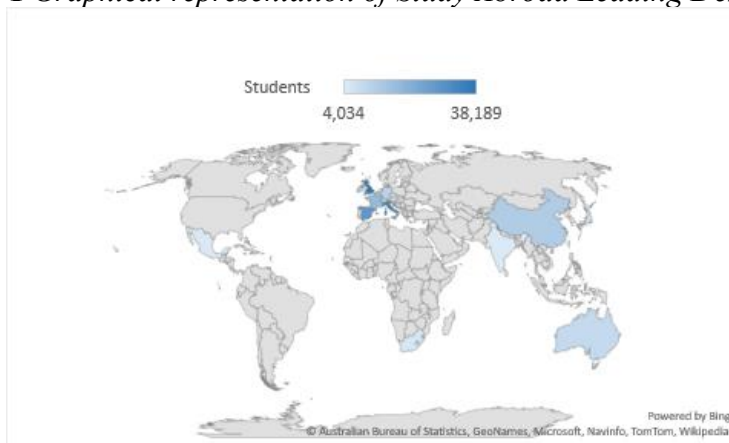
Source: Institute of International Education (2020) "Percent of U.S. Study Abroad Students by Field of Study, 2000/01 – 2018/19" Open Doors Report on International Education Exchange. <https://opendorsdta.org>

However, although the participation is fairly divided in these three areas, the distribution per country is still very European centric. During the same period the countries that have received more U.S. students are United Kingdom, Italy, Spain, France, and China.

Table 5 *Leading destinations for Study Abroad Programs.*

Country	Sum of Students	Sum of % of Total
China	1,3910	5.1 %
France	1,7161	6.3 %
Italy	27,940	10.3 %
Spain	25,411	9.4 %
United Kingdom	32,683	12.1 %

Source: Institute of International Education (2020) “Leading Destinations. Study Abroad Students by Country, 2009/10 – 2019/20” Open Doors Report on International Education Exchange. <https://opendorsdata.org>

Figure 1 *Graphical representation of Study Abroad Leading Destinations from 2009-2020:*

Source: Institute of International Education (2020) “Leading Destinations. Study Abroad Students by Country, 2009/10 – 2019/20” Open Doors Report on International Education Exchange. <https://opendorsdata.org>

NAFSA, Association of International Educators has dedicated a substantial effort and research to advocate for policies and practices to increase the number of American students abroad. NAFSA recently has released publications aimed to increase the diversity of participation, making it concurrent to country demographics. However, the NAFSA report “Trends in U.S. Study Abroad” states that is difficult to establish a general recommendation because “the decentralized nature of U.S. higher education allows for considerable variance in study abroad participation from institution to institution and from state to state” (NAFSA, 2021, p. 1). According to NAFSA reports, although the diversity in higher education and the participation in study abroad has increased, the number of minority students is still critically low (Lu, 2016; Fischer, 2017).

Table 6 *Race/Ethnicity U.S. Postsecondary Enrollment and U.S. Students Abroad 2018-2019*

Race/Ethnicity	U.S. Postsecondary Enrollment 2018-2019	U.S. Students Abroad 2018-2019
Caucasian	55.20%	68.70%
Hispanic/Latino American	19.50%	10.90%
Asian/Pacific Islander	7.30%	8.90%
African American or Black	13.40%	6.40%
Multiracial	3.90%	4.70%
American Indian/Alaska Native	0.70%	0.40%

Source: NAFSA: Association of International Educators (2020) “Trends in U.S. Study Abroad”
<https://www.nafsa.org/policy-and-advocacy/policy-resources/trends-us-study-abroad>

In spite of the steadily work of international organizations such as NAFSA and AIEA to promote the participation of minority students in international programs by sharing good practices and collegial advice such as peer learning circles, thematic forums, and leadership training (AIEA, 2021), the results are connected to the type of institution, the strategic goals, and the university demographics (NAFSA: Association of International Educators, 2020).

Internationalization at Home (IaH)

According to Appiah (2006), educators must consider it a moral obligation to let the minds of students learn from differences, embracing the significance of international collaboration as the avenue to learn and accept ideas and forms of political organization that permit a peaceful life in what Appiah calls a “global tribe” (p. xv). The economic and work relationships between countries have rendered connections between cultures equally important at both the local and international level. Educators must develop new forms of intercultural exchanges. Cities have become multicultural environments, and educators at urban institutions must encourage dialogues to promote social cohesion (Ritchie, 2020). Cities are becoming global centers where a multitude of cultures converge and socialize. Continuing to consider the acquisition of multicultural skills as the exclusive goal and responsibility of an international program area is obsolete. Internationalization is already occurring at home, and using traditional models based solely on international mobility is thus ineffective. Educators must develop and participate in internationalization at home (IaH) activities as a response to the lack of participation of minority students in SAPs (Reiche, Lee, & Allen, 2019).

Developing a larger scale of co-curricular activities on campus in the context of cosmopolitanism is not only critical for academic purposes, it is also essential for educating individuals who can contribute to a more inclusive society. IaH is another crucial piece of a comprehensive global education strategy that permits the development of the desired global skills without mandatory mobility (Nilson, 2003; Soria & Troisi, 2013).

Internationalization of higher education is not a new phenomenon. After the Cold War, a political crisis, resurgent nationalism, and religious fundamentalism arose worldwide, creating the need to include internationalization in higher education curricula (Wächter, 2003; Altbach & Knight, 2007; Altbach & de Wit, 2015). This internationalization has been used in various areas of education, predominantly in political science and international relations. However, it has become increasingly important in other academic areas, such as technology and management (Baily, 2020).

Internationalization at home (IaH) surged in the 1990s as part of higher education internationalization to include a larger body of staff and students. Nilsson (2003) defined IaH in a very general way as “any internationally related activity except for outbound student mobility” (p. 31). Knight (2003) defined IaH as “the process of integrating an international and intercultural dimension into the institution’s teaching, research, and service functions” (p. 7). Barker and Mak (2013) and Jones (2016) stress the capacity of IaH as an important element to develop intercultural competence connecting the global classroom to the global workplace (Soria & Troisi, 2013). IaH prepares students to build confidence and improve their intercultural interactions. By learning to adapt and collaborate beyond their local and known environments, students develop professional skills. As part of the transformative learning

approach of IaH (Jones, 2016), students are confronted with what Mezirow (1991, as cited in Jones, 2016) called “disorienting dilemmas” (p. 110) associated with encountering a series of cultural barriers, such as race, gender, class, and other forms of power.

Wächter (2003) defines IaH as a model that provides nontraditional and minority students with the opportunity to develop the intercultural skills that other students develop by participating in SAPs. Despite the lack of mobility, the learning in IaH is conducted in culturally diverse settings, combining academic goals with elements of internationalization, critical thinking, and multicultural communication (Wächter, 2003; Parsons, 2009; Soria & Troisi, 2013). More recently, Hans de Wit claimed that IaH surged as a reaction to the elitist and marketing approach of international programs. For de Wit, IaH has a cosmopolitanism value since it is a call to improve the dimensions of internationalization, including elements of employability, global citizenship, and service to society (de Witt, 2020)

Virtual International Exchanges

Virtual international exchanges create innovative spaces for social interaction where learning takes place (Wahls et al., 2017). Castells (2010) and other authors have discussed the importance of adapting learning spaces to meet cyber network societies’ needs. Technology and social media communication networks play an important role in society, the communication trespasses spatial and temporal borders. New spatial descriptions such as global villages, cyberspace or virtual community indicate a desire of specialists to describe cyberspace as a new type of space. Some authors are in favor of these virtual interactions while some others claim their disadvantages. For Manuel Castells these new social spaces are the result of a global restructure of capitalism. He links the utilization of cyber networks to a capitalist transformation. In other hand, Jan Van Dijk has a more socialist approach claiming that, it is a form of interaction that permits new social organization with the inclusion of individuals at all levels. Van Dijk sees it as the result of the natural transformation of a society towards an inclusive environment (Fuchs, 2007). Regardless of the approach to this new form of networks computer usage has created novel forms of social relationships. It is undeniable that technology allows knowledge flowing and information transcending national borders and encourage students’ curiosity (Schnker, 2013).

Although study abroad has been identified as the best form to immerse in different cultures and obtain the multiculturalism and empathy included in cosmopolitanism, it is not a feasible option for minority students. On line or virtual collaboration represent a benefit for those students (Suniti & McMahon, 2016). One and the most important is that they can learn from other cultures without the need to physically travel. This obviously has a repercussion in costs. A traditional study abroad program imply several expenses for students, such as air fare, room and board and visas. For students with limited resources, on line or virtual collaborations are a cost-effective way to acquire meaningful learning and connections without interrupting their classes at home campus and spending money to travel.

The increasing number of globally networked learning opportunities permit students to examine an academic subject through a global lens. These global interactions assisted by technology may turn into meaningful mechanism for students to understand the world through different lenses relating their views to that of students from another country (Blake, 2013; Schenker, 2013). Recent research on the impact of online collaborative learning reported that students gain intercultural competence and value the experience of shared learning with peers and faculty in other countries (Furtado Guimaraes, Macedo Mendes, Mendes Rodriguez, Soprani dos Santos, & Finardi, 2019). These technology-assisted programs provide meaningful opportunities to engage with students from different cultures and with different values, preparing them for a professionally diverse environment. Today's wide array of digital media has changed the exposure that students have to international influences; hence, it is essential to incorporate global citizenship activities in academic curricula, letting students access quality information and academic input from faculty in other countries within an academic context. The curated information students receive during these programs is shared within a safe environment that prevents stereotypes, misperceptions, and even cyber harassment. Technology permits students to have a constant interaction with different cultures and realities promoting the sense of world belonging embedded in global citizenship.

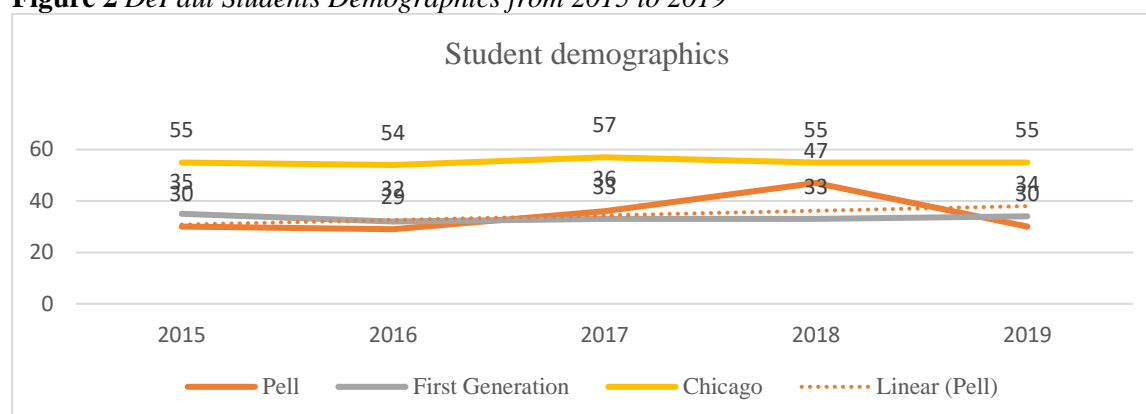
DePaul's student demographics.

DEMOGRAPHICS MATTER

Educational leaders must consider the complexities of their organizations. A global strategy must be accessible, equitable, and appropriate for the conditions of their location and students demographics.

DePaul University is an institution that traditionally has embraced diversity and inclusion (DePaul University, 2020). According to its mission DePaul provides students with real world experience and community engagement, and since its foundation has provided special attention to underserved and underrepresented communities (Mission, 2021). In the last ten years, many new freshmen students have identified with at least one mission characteristic: low income or eligible for the federal Pell Grant, first generation, and minority. Additionally, about 50% of DePaul students live in the Chicago metropolitan area. The following charts and tables indicate that at least half of all freshmen enrolled in recent years met at least one university mission characteristic. Between 2014 and 2019, an average of 34.4% of DePaul students were recipients of a Pell Grant, 33.4% were first generation students, and 55.2% were from the Chicago metropolitan area

Figure 2 *DePaul Students Demographics from 2015 to 2019*

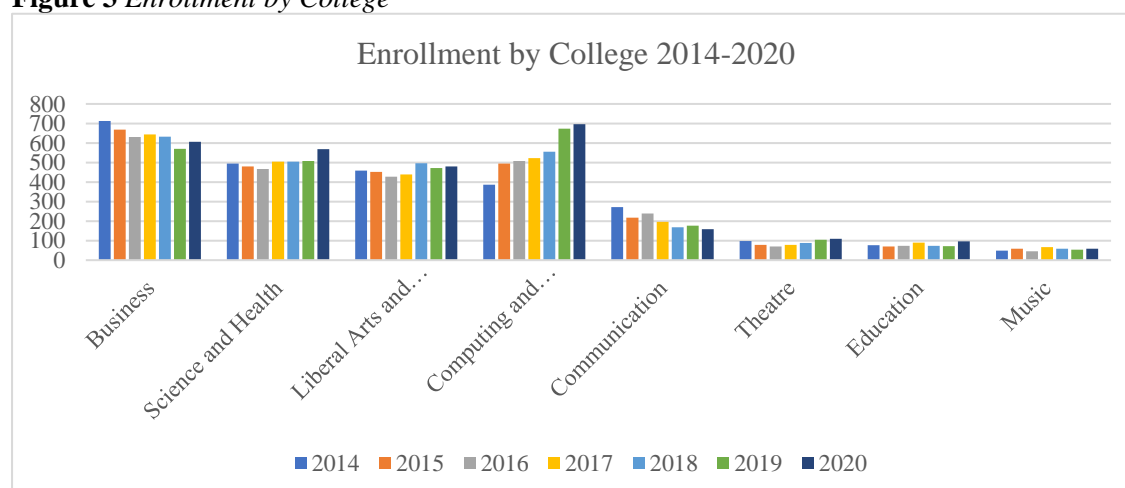


Source: DePaul Institutional Research & Market Analytics. Enrollment Summary Books.

(DePaul University. Office of Marketing and Enrollment, 2020)

<https://irma.depaul.edu/FFPlus.asp?cont=enrlBook>

Figure 3 *Enrollment by College*



Source: DePaul Institutional Research & Market Analytics. Enrollment Summary Books.

(DePaul University. Office of Marketing and Enrollment, 2020)

<https://irma.depaul.edu/FFPlus.asp?cont=enrlBook>

Between 2014 and 2020 the vast majority of students were enrolled in business, science and health, liberal arts and social sciences, and computing and digital media. Of the top ten majors across the university, four are in the College of Business, although the major with the largest increase is film and TV studies.

Table 7 *Top Majors from 2012 to 2019*

Top 10 Majors	2012	2013	2014	2015	2016	2017	2018	2019
Film and Television	82	91	128	129	181	162	213	313

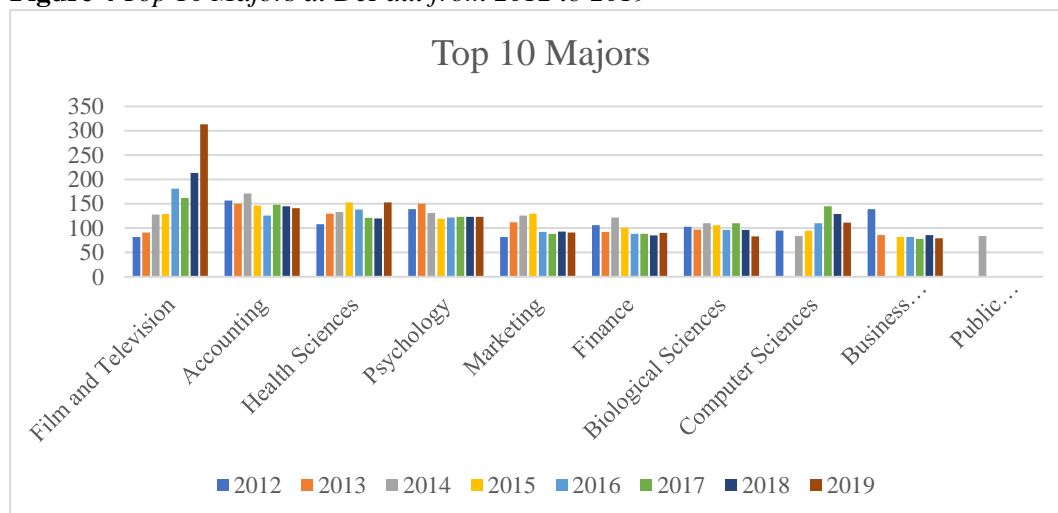
Accounting	157	150	171	146	126	148	145	141
Health Sciences	108	130	133	153	138	121	120	153
Psychology	139	150	131	119	122	123	123	123
Marketing	82	112	126	130	92	88	93	91
Finance	106	92	122	101	88	88	85	90
Biological Sciences	103	97	110	106	96	110	96	83
Computer Sciences	95		84	94	110	145	129	111
Business Administration	139	86		82	82	78	86	79
Public Relations/Advertising			84					

Source: DePaul Institutional Research & Market Analytics. Enrollment Summary Books.

(DePaul University. Office of Marketing and Enrollment, 2020)

<https://irma.depaul.edu/FFPlus.asp?cont=enrlBook>

Figure 4 Top 10 Majors at DePaul from 2012 to 2019



Source: DePaul Institutional Research & Market Analytics. Enrollment Summary Books.

(DePaul University. Office of Marketing and Enrollment, 2020)

<https://irma.depaul.edu/FFPlus.asp?cont=enrlBook>

DePaul has a long-standing tradition as one of the most diverse universities in the country. Although the Caucasian population represents the majority in the school, followed by the Hispanic population.

Table 8 *Freshmen Enrollment from 2009 to 2020*

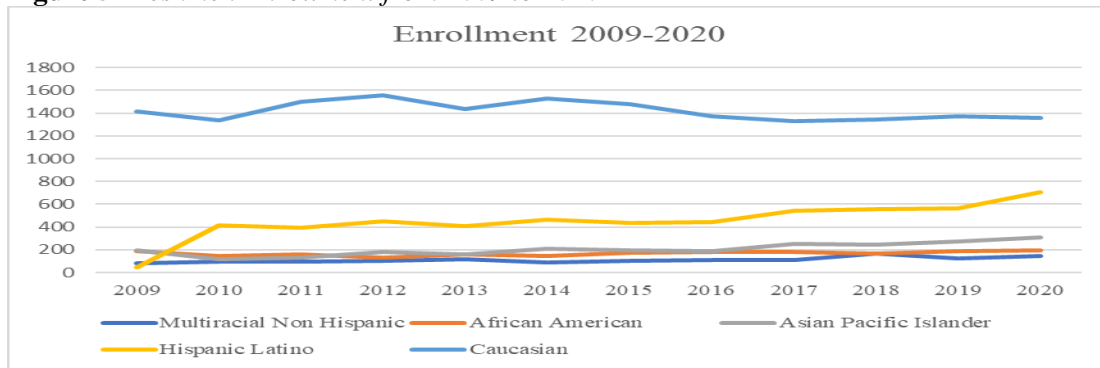
	Freshmen Enrollment													
Race/Ethnicity		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
Multiracial Non Hispanic		80	98	93	103	117	91	101	114	112	168	128	146	
African American		191	143	160	133	159	143	177	180	182	164	188	192	
Asian Pacific Islander		197	121	133	182	157	212	199	189	254	245	277	311	
Hispanic Latino		44	412	396	452	411	468	437	445	542	557	564	703	
Caucasian		1413	1338	1503	1556	1435	1528	1481	1372	1333	1342	1370	1358	

Source: DePaul Institutional Research & Market Analytics. Enrollment Summary Books.

(DePaul University. Office of Marketing and Enrollment, 2020)

<https://irma.depaul.edu/FFPlus.asp?cont=enrlBook>

Figure 5 *Freshmen Enrollment from 2009 to 2020*



Source: DePaul Institutional Research & Market Analytics. Enrollment Summary Books. (DePaul University. Office of Marketing and Enrollment, 2020).

<https://irma.depaul.edu/FFPlus.asp?cont=enrlBook>

Outcomes and Findings

Higher education institutions have transformed their approaches to internationalization to face the challenges of globalization. Universities play an active role in the development of citizenship consciousness. They must empower young people to think critically, independently, and systemically about the state of our world and the society we live in. It is critical that schools implement strategies to provide students with the skills for a rapidly changing economy, and an increasingly demanding labor environment. Students also must have a deep understanding of their responsibility and place in the future of the world. Global education activities must follow the recommendations of international organizations such as UNESCO, OECD, AIEA, and NAFSA.

By implementing a global task force, DePaul evaluated its international activities and reorganized the approval and administration of new programs, resulting in a centralized operation. As part of the same strategy, DePaul created the Office of Global Engagement to provide a comprehensive service, standardizing the implementation of international programs. The school demographics were one of the most important considerations. Developing global initiatives that served the students according to their specific needs was a priority. Additionally, it was important to set a process aligning the global strategy with the institutional vision, mission, and values.

From 2012 to 2019 areas such as business, science and health, and cinema had a significant growth (See Table 7 and figure 4). From 2009 to 2020 DePaul experienced a significant increase in minority students. The comparison between the enrollment in 2009 and 2020, shows a larger number of Multiracial, Asian, and Hispanic students (See Table 8 and figure 5). According to the table of top majors in the school, the highest number of students in the last seven years were enrolled in business areas (Table 7). Also, according to the study abroad report of participants per college population, the highest percentage of student participating in SAP were in business programs. This area showed an increase between 2017-2018 and 2018-2019, except for the 2019-2020 that was impacted by the covid crisis DePaul University. Study Abroad Report 2020). Therefore, the growing participation in study abroad programs is consistent with the area of study.

However, the participation of minority students in traditional study abroad programs didn't show the same trend. In the last three years the participation of DePaul students in SAP declined (Global Engagement Data, 2021).

Table 9 *DePaul student's participation in SAP 2017-2020*

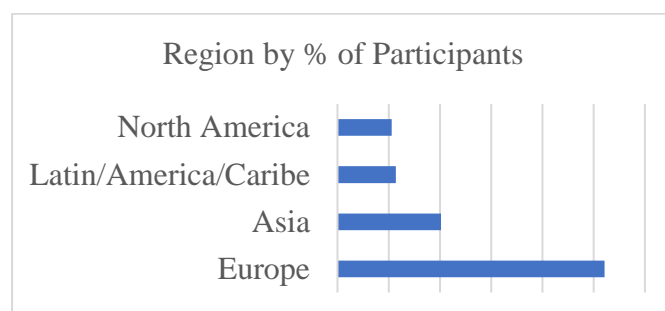
Participants per year			
	2017-2018	2018-2019	2019-2020
	1,174	1,200	561
% of University	5%	6%	3%

Source: Study Abroad Report 2020. Released by: Office of Global Engagement DePaul University.

<https://offices.depaul.edu/global-engagement/about/news-reports/Documents/SAP%202020%20YoY.pdf>

Nonetheless, there is an inconsistency between the geographical strategic business areas and SAP destinations. According to the table of top five commercial partners of United States (Table 2) the most important business partners of United States in the last ten years are China, Mexico, and Canada, but students participate more in programs in Europe (Figure 6).

Figure 6 *Students participation per region*

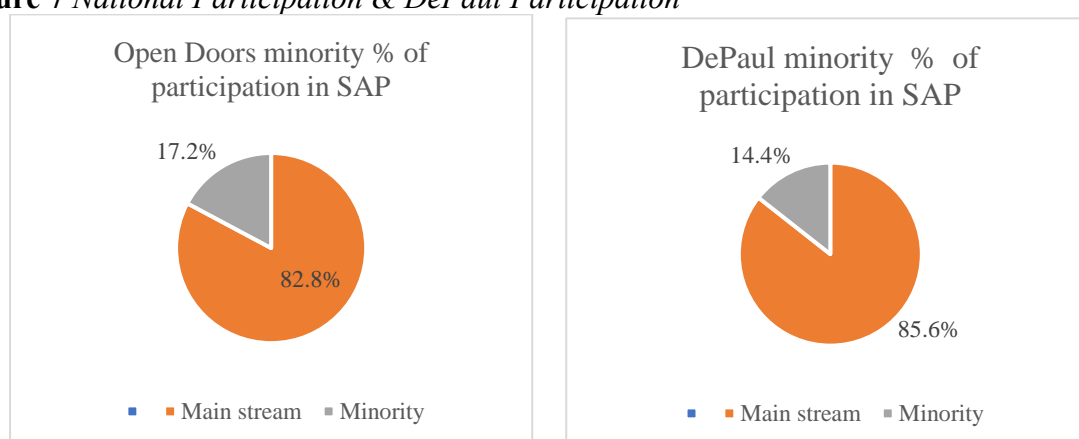


Source: Study Abroad Report 2020. Released by: Office of Global Engagement DePaul University.

<https://offices.depaul.edu/global-engagement/about/news-reports/Documents/SAP%202020%20YoY.pdf>

A comparison between Open Doors national statistics and DePaul statistics in SAP shows that DePaul University and the national participation are very similar in terms of minority students.

Figure 7 *National Participation & DePaul Participation*



Source: Study Abroad Report 2020. Released by: Office of Global Engagement DePaul University.

The creativity and engagement of DePaul's faculty and their deep interest in serving their students played a positive role in internationalization activities before the implementation of the global strategy. Nonetheless, financial and accounting aspects, legal limitations,

curricular requirements, and logistic restrictions represented critical hurdles to sustain and increase these activities. The implementation of a task force that oversees not only academic aspects but also top-level administration processes was crucial, and implementing a centralized operation to ensure uniformity and effectiveness were also important aspects of the strategy. Working with faculty and the curricular committees permitted to design a significant number of SAP, IaH, and GLE programs in collaboration with partner Universities, particularly in the growing majors and providing options for minority students.

Leadership for Global Strategy

According to general management theory, organizations measure the success of their strategies based on common elements such as superior quality product development, high market growth and share, and customer service. However, applying this success evaluation to higher education involves more complex metrics.

Developing consensus for leadership and management is one of the most challenging aspects in the development of a global strategy in education. The implementation of academic strategies is not a capricious decision, it must contribute to student development, process enhancement, and connected to the organization mission and values.

The implementation of new strategies requires a thorough analysis of a campus's unique needs and culture. Academic strategies and support areas must have clear definitions of the need for change, how the changes align with the organization's values, and the involvement of responsible leadership capable of executing a consistent transformation. A process improvement and an accountability mechanism must be at the core of the design and implementation of tasks. Some universities have set criteria to run and supervise new strategies. These criteria vary depending on the type of institution, whether public, private, nonprofit, and so on. However, regardless of the type of institution, important common standards are actions taken to remedy identified weaknesses, prevention of liability, alumni and student input, persistence to graduation for minority students, and academic peer reviews.

According to the work of Jane Knight, an expert in academic internationalization and particularly internationalization at home, institutions must develop managerial plans for internationalization before operationalization can occur (Knight, 2004). All international activities either on campus or abroad require extensive resources, both financial and administrative. They are regulated by policies, funding programs, and other regulatory frameworks but also must be supported by faculty (Knight, 2004). Traditionally, higher education institutions are comprised of organizational structures with diverse academic and co-curricular units. These units operate independently under a large institutional structure, making consensus on internationalization challenging. Internationalization requires leaders not only to conduct the activities but to access all levels in the institutional hierarchy and connect the vertical silos in which the academic units are located (Mestenhauser & Ellingboe, 2005, p. 43). The effectiveness of team leadership resides in a supportive organizational context. The teams must be able to navigate the various silos, be familiar with the various school structures, and reconcile interests among different groups and units. The managerial planning described by

Knight must place special interest in this operational mobility of the international team within the organization.

Recommendations

DePaul's Global Strategy Case Study

DePaul University leadership built a strategy to include a more significant number of students in educational opportunities to develop global competence and global citizenship. The DePaul vision clearly states that "we design and implement learning experiences that advance students' intellectual, personal, spiritual, social and civic development. We provide personal and academic support services that strengthen students' readiness to learn while identifying and addressing barriers to learning. We do all of our work mindfully, following DePaul's Catholic and Vincentian traditions and values, and in the context of the university's urban character" (DePaul University. Mission and Vision, 2021, p. 1). This statement was the cornerstone and compass to develop its global strategy.

In an initial phase, DePaul University leaders identified the barriers that limited students' participation in international programs. Based in this data, they designed a series of

DePaul Strategic Priorities

1. Deepen our commitment to DePaul's Catholic, Vincentian, and urban mission.
2. Ensure a welcoming, engaging, diverse, and inclusive campus environment.
3. Excel in preparing all students for global citizenship and success.
4. Expand access to a portfolio of high-quality, affordable academic programs that meet student, workforce, and societal needs.
5. Elevate academic excellence and embrace a culture of creativity and discovery.
6. Employ bold approaches to ensure DePaul's continued fiscal strength for future generations.

creative opportunities to develop global skills. Through the creation of IaH and GLE experiences, they increased the participation of minority students in global education. These innovative programs implemented at the different academic areas of the university were connected to the school urban identity, promoted community service awareness, and the development of cosmopolitan values. Serving students' needs while following the premises of the school mission and vision. became one of the school's six strategic priorities.

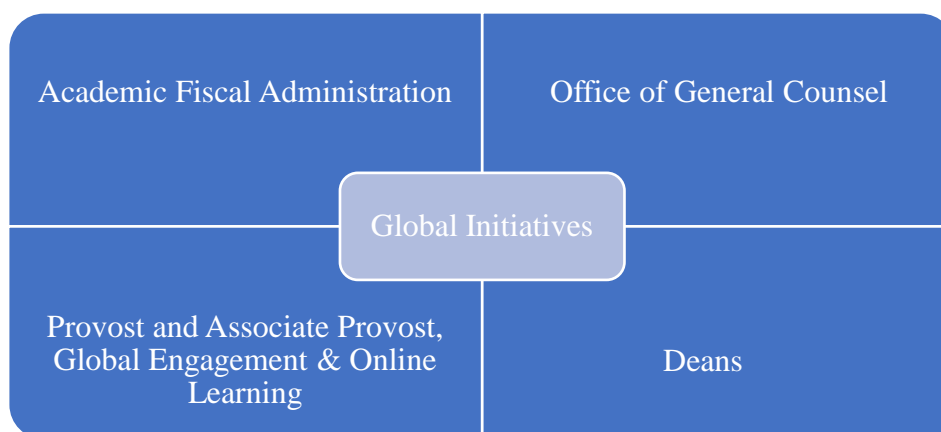
(DePaul University Mission and Vision, 2021, p. 1).

DePaul Global Task Force

It is unlikely that all the concerns surrounding any educational strategy can be completely anticipated and solved by only one administrative unit, and thus the experience and skills of different actors are essential. In the particular case of DePaul, there was a necessary reengineering of the activities involved in the development of a comprehensive global strategy and the further initiatives that would be developed under its premise. The implementation of a global task force not only served to optimize resources but also to standardize processes and support but also to identify the best process to guide and protect faculty in their global endeavors. The interdepartmental task force was formed to review and approve the policies that would regulate the strategy and the operation of the initiatives under its umbrella. The Office of the General Counsel (OGC), the Academic Fiscal Administration, and deans of the colleges with a larger number of international activities formed the task force, and this was later conducted under the leadership of the provost.

The centralization of design and implementation of any international activity abroad or on campus needed to have the necessary support to protect faculty and students during the participation in any global activity. With the appropriate support, faculty can focus on the academic aspects of the programs and not on the administrative processes involved. The task force analyzed the various aspects of this support and recommended that before the authorization of any international program, a proposal has to be reviewed and approved by the OGC in terms of the legal and contractual aspects involved. Also, the approval of the Academic Fiscal Administration, must be included as they supervise the financial aspects involved in the program.

Figure 8 *DePaul Global Task Force*



Financial Supervision and Accountability

According to internal policies, having enough financial resources and administering them were essential components of DePaul's global strategy. As a not-for-profit organization, it was imperative holding all individuals involved in the process to the highest accountability and operating with total transparency according to the legal and financial regulations for U.S. tax-exempt entities. Hence, the Academic Fiscal Administration office was initially involved in the global task force to implement the appropriate mechanisms. This office provides information to make informed decisions about where to direct resources necessary to benefit

the maximum number of students and in full compliance with expense regulations (Academic Affairs at DePaul University, 2021, p. 1). This office is responsible for the general financial oversight of academic affairs, comprising all the ten colleges and schools. The associate president has the contractual signing authority to bind the university to agreements that are up to three years in duration, covering many international activities on campus and abroad. This office is responsible for underwritten expenses by tuition-paying students; therefore, the business administration of the resources entrusted to any global initiative falls under its supervision. The enforcement of financial protocols has the same importance as the legal protocols and governs the business's global strategy. The global task force determined the level of authorization, and it continues as a regular step in the operation.

Legal Advice. Office of General Counsel (OGC)

Implementing innovative forms of global education must consider important aspects such as compliance and liability. The prevention of liabilities and the safety of both faculty and students is an essential aspect of DePaul's global strategy. Its assurance was one of the first actions taken by the global taskforce. According to research conducted by experts in study abroad programs, liability, and losses increase when faculty and students are not aware of the inherent risks related to the characteristics and culture of the country where they are traveling (Altbach & Knight, 2007). It was crucial to inform faculty that the OGC was not stopping their activities but protecting them.

The operation of global activities requires a wide array of contracts and agreements, therefore, one of the most critical areas in establishing DePaul's global strategy was the OGC. This office provides legal support to DePaul administrators, faculty, and staff, and its advice has been incorporated since the planning stage. Due to the risks and potential liabilities, all the activities included in the initiatives go through a thorough evaluation by the OGC. Regulations such as FERPA, ADA, and Title IX, visas and taxation can be compromised during the operation, hence OGC supervises that any activity strictly observes policies. Aspects included but not limited to which individuals have the authority to sign and negotiate any contract or payment on behalf of the school fall under the supervision of the OGC.

Additionally, this office regulates and supervise the following activities: when and which documents must be reviewed at each step of the process; the use of university logos, marks, artwork, symbols, or copyrighted materials; on- or off-campus activities that involve local and international guest speakers; and in general, all the legal terms of any agreement conducted in collaboration with any local or international partner.

This level of supervision might discourage the implementation of initiatives, hence to facilitate operations and to expedite the authorization process, the OGC developed standard forms and guidelines. Some of the standard forms used in the global strategy include course travel release waivers, event release waivers, honorarium agreements, photo releases, recording consent and releases, and minor release waivers, among others (Office of the General Counsel, 2021). The policies and protocols are constantly updated and are communicated and available to the school community through the official website. (DePaul University, 2021). The participation of the OGC as a regulator of the global initiatives was implemented by the task force and remains as a regular part of the operation.

Global Operation and Distributed Leadership

Once the task force decided all the financial and regulatory aspects that must be part of the global strategy, it also recommended the creation of a Global Engagement Office in order to unify all activities, the authorization processes, and the staff responsible of the tasks. The Global Engagement Office was developed following the DePaul mission with the primary aim to “facilitate transformative global learning and cross-cultural engagement opportunities for all students, faculty, and staff across the university” (Global Engagement Office, 2020). Under the structure of distributed leadership, the Global Engagement Office team had the specific purpose of providing the infrastructure and management of any global education endeavor university-wide (DePaul Global Engagement, 2021).

DePaul has an important global presence. The Global Engagement Office conducts and supervises initiatives in almost 50 countries in all continents. These initiatives comprise study abroad, faculty research, service projects, academic curricula consulting, partnerships, and more recently virtual collaborations and internships. The office manages all the areas involved in the operation, such as student recruitment, immigration and acculturation advising, English language instruction, study abroad programs, local and global learning engagement. This office is responsible to observe the regulations and provide valuable global advising to the DePaul Community (DePaul Global Engagement, 2021).

DePaul’s global strategy includes a significant number of activities. Students have the opportunity to experience globalization through traveling to more than fifty world cities. As a response of the minority student’s low participation, DePaul has developed innovative mechanisms to make these experiences more affordable and more connected to students’ realities. Financial aid is provided in some of the short-term programs, and long-term programs are conducted with extensive support from local partners to alleviate the financial burdens of a long stay.

An alternative of the physical mobility, DePaul created an innovative model of virtual collaboration and named it, Global Learning Experience (GLE). This model is a virtual exchange program part of the IaH strategy. GLE is defined as “an initiative to enable faculty and students to collaborate on joint projects and interact with classrooms in other countries without the time and expense to travel.” (Global Engagement Study Abroad, 2021, p. 1) GLE connects DePaul University students with students from around the world to work together using internet technology in synchronous and asynchronous interactions (Global Learning Experiences , 2021).

DePaul launched the GLE projects in 2013. Since its inception, more than 150 projects have been implemented in collaboration with 31 countries and the programs have benefitted 2,405 students (DePaul Global Learning Engagement, 2021). Beyond expanding the network of international partners practicing this innovative instructional form, this cooperation permits DePaul to provide opportunities for intercultural and transnational learning to students as part of regular courses and co-curricular activities. Through these co-developed and co-taught modules, students develop 21st-century workforce skills.

Technology has produced a transformation in human interaction, modifying the traditional sense of space and time as conditions of social interaction in education (Castells, 2010). Through virtual spaces and new communication practices, it is possible to extend the social space to a larger number of students. Universities recognize the importance of developing international competence via the internet. However, adapting curricula, content,

materials, and assignments requires special skills, Faculty receive training for virtual collaboration and this is therefore one of the most important aspects of the global operation. Experts in technology and pedagogy periodically provide courses in GLE methodology, 271 faculty members received this training (DePaul University. Global Engagement, 2021) .

Associate Directors of Regional Initiatives (ADRI's)

Culture systems are highly influenced by symbols and ideas that may significantly impact a negotiation. The geographic division allowed DePaul to conduct its global operation considering the cultural values of the parties involved. Additionally, geographic structuring is necessary because the political and social conditions, resources, academic programs, and laws vary in other countries where DePaul intends to implement programs. The ability to negotiate the terms of an international agreement in academia also involves a deep understanding of the nuances of the academic system of the partner institution. This cultural and academic awareness highly influences the creation of partnerships and joint activities essential for the global strategy.

According to Adler and Gundersen (Adler & Gundersen, 2008), understanding the multiculturalism involved in a global enterprise's operation is fundamental to successfully managing core activities. Effective global collaborations between DePaul and its international partners consider three essential conditions of multiculturalism in negotiation recommended by Adler: high level of trust, sufficient time invested in exploring each party's needs, and commitment to carrying out the points of the agreement. These conditions are critical for the success of negotiation and impacted the willingness of other institutions to collaborate with DePaul. They were vital to finding common ground for academic collaboration.

The group in charge of developing international partnerships to facilitate DePaul's global operation are the associate directors of regional initiatives (ADRI's). This group initially represented four regional areas (Europe, Latin America, Asia, and the Middle East) but evolved to comprise Europe, Latin America and Hispanic initiatives, China, and India. The ADRI's are faculty members, born and educated in their own countries of origin, and maintain a strong connection with their local diaspora. These three conditions are directly related to build trust and develop a social identification in both the host and home countries in favor of the DePaul academic community. Under the Associate Provost of Global Engagement & Online Learning leadership, who oversees programs in Europe and Africa, the ADRI's team conducts international research and provides insights to the provost or president to approve partnerships or starting operations in any country. The sensitivity to cultural values and educational systems had an impact in the willingness of other institutions to collaborate with DePaul. Some of the partnerships developed by the ADRI's team are as follows:

Table 10 *Strategic Partners*

University	Country	University	Country
Tangaza University College	Kenya	Linkoping University and ECE Lyon	France and Sweden
Universidad Panamericana	Mexico	Universidad Iberoamericana	Mexico

Symbiosis International University	India	Huaqiao University	China
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Source: DePaul Global Engagement “Strategic Partners”. (Global Engagement International Partnerships, 2020, p. 1)

The ADRIIs support faculty initiatives under their respective geographical areas of expertise. With the assistance of ADRIIs, DePaul faculty was able to develop a network of academic partners for virtual collaborations and research. The ADRIIs also assist faculty and the Study Abroad Programs Office to design new programs, identifying partners, services, and logistics in the visited cities. Also, their network permits to include extracurricular activities and contacts enriching the experience abroad. ADRIIs also advice faculty and staff providing information regarding health, safety, and risks, contingency plans, emergency evacuation plans, consular information sheets, contacts with consulates and embassies to update information regarding travel advisory and travel alerts.

DePaul’s location in the global city of Chicago permits the interaction with different international communities without leaving the city. ADRIIs also represent DePaul in the different networks of businesses, civil and political organizations located in Chicago and connected to their region. This representation supports the development of internationalization at home activities, internships, and potential jobs for students after graduation. The understanding of the particularities of each one of the countries has been one of the key points of DePaul success and recognition amongst the international community in the city. One of the results of this success is the annual luncheon that DePaul offers to the consular corps in the city, where staff and faculty members can interact with consuls and diplomats to identify new forms to bring internationalization to the campus.

Global Fluency Certificate

The intention of creating this comprehensive global education strategy was to provide opportunities for students to become protagonists of the world interconnection. DePaul multiplied study abroad programs with a global community service orientation, designated scholarships and funds to increase the participation of students in study abroad, increased the number of IaH activities, foster alliances with schools around the globe, and implemented virtual collaborations where all students could participate. However, without the participation of students in these activities the effort is fruitless. In order to promote the student’s involvement in all these initiatives and connecting them to the challenging labor environment, DePaul launched a Global Fluency Certificate. With this certificate, students can showcase the global experience acquired by participating in these different initiatives and demonstrate their achievements to perspective employers. Students can easily find what courses apply to complete a certificate and it doesn’t have any extra cost (DePaul University Global Fluency Certificate , 2021).

Global Initiatives Based on Cosmopolitanism

The four perspectives of Cosmopolitanism of Wardle (Wardle, 2015) serve as a framework and give example of how the strategy implemented at DePaul promoted cosmopolitanism. It is important to clarify that the following table shows some examples of hundreds of initiatives that DePaul has developed in the last years:

Table 11 *Global Initiatives at DePaul (Sample)*

Cosmopolitan perspective	Model of Global Education	Initiative Name	School or College	Academic Area	Country
Identification with the world that transcends local commitments.	Study Abroad	India: Business and Culture in a Rapidly Growing Economy	School of Business	International business	US-India
	Global Learning Experience	Sustainability and Climate Resilience	School of Business	Management and intercultural communication	US, France, Brazil
	Global Learning Experience	Race, Gender, Class, and Nations	Computing and Digital Media	Media and cinema studies	US and UK
		Environmental Diplomacy Issues in Nuclear Waste Disposal	College of Liberal Arts and Social Sciences	Public policy studies	US Navajo Nation and France
	Internationalization at Home	Transnational Communities Conference	Liberal Arts and Social Sciences	Spanish, Latin American, and Latino studies	US- Latin America
	Internationalization at Home	Poetry in April Festival	Liberal Arts and Social Sciences	Spanish, Latin American, and Latino studies	US -Chicago, Latin America
	Internationalization at Home	Women, Gender, and Community Conference	Business, Computing, Education, Liberal Arts	Business, computing, education, communication and diplomacy	Chicago Consular Corps. Mexico, Chile, Spain, and Colombia
	Study Abroad	Japan Design and Culture	College of Computing and Digital Media	Design and digital communication	US and Japan
	Global Learning Experience	Race, Gender, Class, and Nation	College of Computing and Digital Media	Media and cinema studies	US and UK
	Study Abroad Program	Sustainable Food Systems & Community Mapping. Challenges of	Liberal Arts and Social Sciences	Geography	Dominican Republic and Haiti

		sustainable food systems.			
Position of openness and or tolerance toward the ideas and values of others	Study Abroad Program	Peru: Forests, Mining, Culture and Communities	College of Health and Sciences and Liberal Arts and Social Sciences	Scientific inquiry, Latin American, and Latino studies	Peru
	Study Abroad Program	International Human Rights in the Americas	Liberal Arts and Social Sciences	Latin America studies and public policy	Costa Rica
	Internationalization at Home	Vincentian Summer Program	College of Education and College of Computing and Digital Media	Secondary teacher's education and digital media instruction	Germany, Poland, India, Turkey, and Peru
	Global Learning Experience	Decolonizing Life Histories: Local Realities in the Global North and Global South	College of Education	Teacher's education	Colombia
Expectation of historical movement toward global peace.	Global Learning Experience	Environmental impacts of non-renewable energy in Niger Delta and Chicago	College of Health and Science	Environmental sciences	Nigeria
	Global Learning Experience	Communication in Focus: Comparing Entrepreneurial Ecosystems	College of Communication	Mass communication	US and Hong Kong
	Internationalization at Home	Human Rights Violations of Incarcerated People	College of Law	Human rights	US and minorities in Chicago
Advocation for pluralism and inclusion through cosmopolitan aims and actions	Internationalization at Home	Latino Media and Communication	College of Communication	Journalism PR and, advertising	Hispanic Community in Chicago
	Internationalization at Home	Global Homelessness	College of Business	Hospitality	US and minorities in Chicago

	Global Learning Engagement	Cultural Influences on Mental Health Disorders: Scotland and the US	College of Health and Science	Psychology	US and Scotland
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Source: Global Engagement (Global Learning Experiences , 2021)

Conclusion

The essential aim of global education is to teach students to think broadly and critically about the novel paradigms of the 21st century. Practically the future of work is highly impacted by trade and globalization of processes, increasing migration, and a significative employers' demand for globally ready individuals. A global education based on cosmopolitan values has the capacity to prepare students to face labor demand and world's realities, but also proposes ethical solutions to the challenges resulting from them.

The knowledge students acquire in higher education will be applied to future decisions in the labor field and will affect both, them and others. Hence the skills developed through global education will operate in both the private and public spheres and will be important in all aspects of their lives. This familiarity with encounters with different perspectives creates the conditions for what Appiah calls a new work revolution, which includes better forms to manage immigration, job displacement, and innovative forms to use technology and collaboration to alleviate work insecurity.

The approaches of Nussbaum, Sen, and Appiah associated with theories of human development conduct to the realization of how critical it is to expose students to the impacts of globalization. The development of abilities or capabilities that students will need to thrive in life heavily depends on the experiences they have during their college years or early adulthood and therefore must be established as strategic priorities in higher education.

The triangulation of globalization, cosmopolitanism and social justice and the DePaul leadership responded to the relevance of including global education as an important part of its institutional strategy. DePaul as organization is conducting a constant effort to solve challenges

in higher education, and one of its actions is by implementing a student centric global education strategy.

Responding to the research questions, I achieved the following conclusions:

Question # 1 To what extent is the DePaul global strategy aligned with labor market demands and the challenges of globalization and higher education defined by national and international organizations?

The educational strategy implemented at DePaul is aligned with labor market demands and the challenges of globalization and higher education defined by OECD and UNESCO. Employers are increasingly looking for individuals who are able to face the challenges of an interconnected professional environment. For DePaul, it was important to create and foster educational strategies that help students develop global citizenship or cosmopolitanism, not only from the point of view of professional development, but as active participants in the betterment of the world. The global initiatives implemented in all forms such as SAP, IaH, and GLE represent opportunities to be global ready for students, including traditionally underrepresented minorities.

Question # 2 To what extent does the DePaul global strategy respond to the demands of higher education in terms of the development of global citizenship based on the principles of cosmopolitanism?

DePaul global strategy responded to the demands of higher education in terms of the development of global citizenship based on the principles of cosmopolitanism and social justice. DePaul is constantly infusing globalization as a critical part of the curriculum, and seeking innovative alliances, activities, structures, and pedagogical methods to deliver a comprehensive model of global education. The Global Task Force identified the form to support faculty in this endeavor. The President's office made global citizenship development an important point of institutional priorities. The integration of skills and elimination of functional boundaries helped to solve the challenge of infusing globalization across the campus. This integration eliminated redundancies, reduced costs and potential liabilities while promoting a cosmopolitan identity and exposing students to multicultural experiences.

Question # 3 To what extent does the DePaul global strategy respond to the institutional mission and student-centric perspective in shaping policies and practices?

Supporting faculty and students to develop a cosmopolitan perspective is not only a duty of educational leaders, in the particular case of DePaul is part of its mission and vision. The initiatives that are continuously developing within this strategy have responded to the institutional mission and its commitment to "academic excellence, real world experience, community engagement, and systemic change" (Mission, 2021). The global strategy implemented at DePaul considered the students characteristics and needs and make global education accessible to all, particularly to minority students. With the support of the global task force DePaul implemented procedures and policies to foster a global education, and turning these policies part of the regular academic operation.

Glossary

AIEA (Association of International Education Administrators)

Association of higher education senior international officers, dedicated to advancing the international dimensions of higher education (Peterson, et al., 2011, p. 9).

Bilateral Student Exchange

A program involving reciprocal movement of students between two institutions. May be student-per-student, or a specified number of incoming students may be accepted per outgoing student (Peterson, et al., 2011, p. 14).

Associate Director

A professional who has typically already spent several years in a program manager or adviser position. In addition to advising and outreach, responsibilities may include more complex or sophisticated tasks such as conducting program evaluations, training faculty leading programs, developing new programs,

overseeing crisis and emergency management, managing budgets, serving as the primary liaison between the university and partner foreign institutions, and the supervising employees. In offices that use both titles for different staff positions, the Associate Director generally has a higher level of responsibility (Peterson, et al., 2011, p. 23).

Citizenship

A status that indicates membership in a nation state, or political community, and carries with it rights to political participation and obligations. (A person having such membership is a Citizen.) It is largely synonymous with Nationality, although it is possible to have a nationality without being a citizen (i.e., be legally subject to a state and entitled to its protection without having rights of political participation in it) (Peterson, et al., 2011, p. 33).

Comprehensive Internationalization (CI)

It is the planned, strategic integration of international, intercultural, and global dimensions into the ethos and outcomes of higher education (NAFSA 2014, p. 1)

Contingency Plan (or Emergency Plan or Crisis Management Plan)

Pre-established guidelines and practical measures that instruct how to respond in the case of emergencies affecting education abroad programs and participating students. These plans cover areas such as health and safety, emergency communication, funding for emergencies, and the order and responsibility for decision-making regarding continuance, suspension, evacuation or cancellation of a program. Contingency plans are considered essential to a program sponsor's health and safety policies (Peterson, et al., 2011, p. 30).

Country-Specific Information (formerly known as Consular Information Sheet) One of three types of travel information issued by the U.S. State Department. Country-specific information is issued and periodically updated for every country in the world, and includes information on health and safety, crime, drug laws, basic visa requirements, standard of living, and the nature of the government and economy. For some countries or regions, Travel Alerts or Travel Warnings are also issued, indicating greater potential risk (Peterson, et al., 2011, p. 30).

Cross-Cultural

Pertaining to: 1) interaction between members of different cultures; 2) the phenomena involved in crossing cultures, such as the adaptation to different societies and the impacts this has on the members of each culture; 3) the study of a particular group (or culture) and assumptions about how this group compares to other groups along a variety of dimensions, such as individualism and collectivism, communication styles, etc. The first of these usages, common among generalists, makes the term essentially synonymous with Intercultural. Specialists in the field tend to prefer the narrower second and third meanings (Peterson, et al., 2011, p. 37).

Culture

The set of distinctive spiritual, material, intellectual, and emotional features of a society or a social group. Culture encompasses art and literature, lifestyles, ways of living together, value systems, traditions, behaviors, and beliefs (Peterson, et al., 2011, p. 37).

Culture consists of patterns explicit and implicit, of and for behavior acquired or transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other, as conditioning elements of future action. (Adler & Gundersen, 2008, p. 18).

Culture-General

Those characteristics that can be found in any culture. Often used also to refer to an approach in intercultural training that endeavors to help participants understand broad intercultural perspectives, as opposed to focusing on specific cultures (Peterson, et al., 2011, p. 37).

Culture-Specific

The distinctive qualities of a particular culture. Often used to refer to an approach in intercultural training that attempts to impart extensive information and knowledge of perceptions and behaviors that are unique to specific cultures. Training provided during on-site orientation tends to be culture-specific (Peterson, et al., 2011, p. 37).

Custom

A common practice among a group of people who have a shared heritage, such as a common country, culture, or religion (Peterson, et al., 2011, p. 37).

Custom Program (or Customized Program)

A study abroad program administered by a program provider organization according to specifications of a college, university, consortium, or other group (Peterson, et al., 2011, p. 14).

Disability (ADA)

A physical or mental impairment that substantially limits one or more major life activities (as defined by the U.S. Department of Justice, the administrator of the Americans with Disabilities Act (Peterson, et al., 2011).

Diversity

The wide variety of heterogeneous personal, social, demographic, or geographic qualities that exists within a larger group. (This term can be used in reference to the student population that studies abroad; professionals in the field of education abroad; faculty at home and abroad; and characteristics of education abroad programs, including locations.) (Peterson, et al., 2011, p. 34)

Embassy

The seat of a country's principal diplomatic representation in another country. Embassies are usually in the capital city of the host country. Consular representations are located in important cities of the host country. In the case of countries that are not officially recognized, diplomatic offices may exist under other names (Peterson, et al., 2011, p. 33).

Emergency Plan or Crisis Management Plan)

Pre-established guidelines and practical measures that instruct how to respond in the case of emergencies affecting education abroad programs and participating students. These plans cover areas such as health and safety, emergency communication, funding for emergencies, and the order and responsibility for decision-making regarding continuance, suspension, evacuation or cancellation of a program. Contingency plans are considered essential to a program sponsor's health and safety policies (Peterson, et al., 2011, p. 30)

Emergency Evacuation

Removing people, such as education abroad participants and staff, from a source of imminent danger. Sources of danger might include natural catastrophes (for example, earthquakes), man-made environmental catastrophes (for example, nuclear plant meltdowns), epidemics, civil unrest, war, and terrorism. Companies that provide emergency evacuation services may do so on an insurance policy basis or as a fee-for service. In extreme cases, governments may provide evacuation services for their own citizens.

Emic

A description of behaviors, concepts, and interpretations in terms meaningful to an insider view. Understanding emic concepts of a culture can help one to see through the insider's lenses and often forms the basis for culture-specific training approaches (Peterson, et al., 2011, p. 37).

Ethics

A branch of philosophy that attempts to understand the nature of morality and to define that which is right as distinguished from that which is wrong. Ethics seeks to address questions such as what ought to be done or what ought not to be done in a specific situation (Peterson, et al., 2011, p. 37).

Etic

Behaviors, concepts, and interpretations in terms familiar to the observer, the outsider's view. Understanding etic concepts is essential to building intercultural understanding on a general level and often forms the basis for culture-general approaches (Peterson, et al., 2011, p. 37).

Ethnicity

An aspect of an individual's identity that is based on that individual's heritage where the individual shares common physical, national, linguistic, and/or religious traits with others who are from the same heritage. (Ethnic Groups are composed of members sharing a common ethnicity.) (Peterson, et al., 2011, p. 37).

Experiential Education

Learning by doing. This term, which traces its origins to the works of John Dewey, encompasses a vast array of approaches to learning inside and outside the classroom that complement more conventional instruction. Methods may include research, field trips or seminars, laboratory work, fieldwork or observation, as well as immersion in workplace settings, such as internships, volunteering, teaching, and paid jobs. Giving structure to the learning experience through observation, reflection and analysis is often seen as an essential element of experiential education. Experiential education may be curricular (for credit) or co-curricular (not for credit) (Peterson, et al., 2011, p. 17).

FERPA (or Family Educational Rights and Privacy Act)

U.S. federal government law that outlines privacy rules for student educational records. It specifies what information and under what conditions schools may release information from a student's educational record. It also outlines the conditions under which parents have the right to access their children's education records and what rights students have regarding their records. It affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student, with some exceptions in practice, such as students claimed by either parent as a dependent for tax purposes (Peterson, et al., 2011, p. 30).

First-Generation College Student

A student whose parents never enrolled in post-secondary education (U.S. government's definition) or whose parents did not obtain a college or university degree (definition used by some institutions) (Peterson, et al., 2011, p. 34).

General Counsel (or University Attorney)

Individual or unit providing legal services and representation; litigation and risk management; contract drafting and review; and compliance oversight in all areas of an institution's operation, instruction, research and administration. The primary goal of the Office of the General Counsel is to provide counsel to minimize legal risk and costs, reduce litigation exposure, and ensure compliance with law (Peterson, et al., 2011, p. 30).

GLE

A Global Learning Experience (GLE), also known as virtual exchange (VE), is a technology-enabled learning experience that is embedded within an existing DePaul course and has clear outcomes and deliverables, in which sustained communication and interaction takes place between DePaul students and students from an international partner institution. In a GLE course, students engage in academic

discussions, collaborative projects and joint lectures coordinated by the DePaul professor and their international partner (Global Learning Engagement, 2021, p. 1).

Global Competence

Global competence is a multidimensional capacity. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being. (OECD, 2018, p. 4).

Global learning

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably (Beleen & Jones, 2015).

Global education

Global education is not about national borders; it is about sharing problems, knowing that many challenges ultimately affect everyone because of the interconnectedness of today's world citizens (Beleen & Jones, 2015).

Health Abroad

Conditions affecting the physical and mental health of individual education abroad participants and the measures that an institution has in place to protect the health of participants. Such measures may include requiring health insurance, making recommendations for inoculations or drugs to control illnesses specific to the host country/region (where relevant), providing information about the individual's role in staying physically and mentally healthy, and instituting on-site policies and provisions for health care in case of emergencies (Peterson, et al., 2011, p. 30).

Health and Safety Abroad Policies

Policies or guidelines developed by a program's sponsoring institution and/ Education Abroad Glossary 32 33 (including emergency assistance, issuance of passports, etc.) to citizens of the country they represent (Peterson, et al., 2011, p. 30).

Health, Safety, Risk, Liability

This area of education abroad administration and advising has drawn increasing attention in recent years as student destinations become more varied, political events become more unpredictable, and institutional officers become increasingly concerned with liability issues (Peterson, et al., 2011, p. 31).

Heritage Student

A student who studies abroad in a location that is linked in some way (for example, linguistically, culturally, historically) to his/her family or cultural background (Peterson, et al., 2011, p. 34).

Iceberg Metaphor

The concept that, just as nine-tenths of an iceberg is out of sight below the surface of the water, so is a large proportion of culture out of view of conscious awareness. At the tip are the easy differences for people to notice, such as different dress, language, or food. In-depth awareness is developed over time as one gains a deeper understanding of the host culture and gains knowledge of differences that are below the surface and more difficult for an outsider to identify and understand (Peterson, et al., 2011, p. 37)

IIE (Institute of International Education)

U.S.-based organization that works closely with governments, foundations, and other sponsors to promote closer relations between the people of the U.S. and those of other countries, for study and training for students, educators and professionals. It administers a number of important programs with the U.S. Department of State, including the Fulbright Program and Gilman Scholarships. IIE also conducts policy research, provides resources on international exchange opportunities, offers support to scholars in danger, and compiles an annual statistical report on international educational exchange (Peterson, et al., 2011, p. 9).

International Education

A field involved in facilitating and supporting the migration of students and scholars across geopolitical borders. Professionals involved in this field may be employees of educational institutions, government agencies, or independent program and service providers. This may include, but is not limited to (on U.S. campuses), support for matriculating and exchange students from countries outside the United States, instruction in English as a second language, international student recruitment, assessment of non-U.S. higher education credentials, student services for postgraduate research students and fellows, facilitation of education abroad for U.S. students, and (outside the U.S.) support and services for visiting U.S. students. 2) The knowledge and skills resulting from conducting a portion of one's education in another country. As a more general term, this definition applies to international activity that occurs at any level of education (K-12, undergraduate, graduate, or postgraduate) (Peterson, et al., 2011, p. 11).

International Educational Exchange

The migration of students (secondary, undergraduate, graduate, postgraduate) and scholars between educational institutions in different countries. A narrower usage of the term "exchange" refers to

reciprocal agreements that allow students, faculty, or staff to spend a specified period of time at institutional partners of their home institutions (Peterson, et al., 2011, p. 11).

International Experience

Any opportunity, credit-bearing or non-credit-bearing, undertaken by a student outside his or her home country (Peterson, et al., 2011, p. 11)

Internationalization of Higher Education

Process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education (de Wit, 2019))

Internationalized curriculum

A curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign students.” (OECD 1996, p. 6)

Internationalizing the Curriculum.

A movement to incorporate international content throughout an educational institution’s curriculum (Peterson, et al., 2011, p. 11).

Internationalization at Home

Efforts to internationalize a university’s home campus so that its students are exposed to international learning without leaving the home campus (de Wit, 2019).

Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. (Beleen & Jones, 2015, p. 69)

Learning Outcomes

The knowledge, skills, and abilities an individual student possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences (for example, in courses, degrees, education abroad programs). In an education abroad context, learning outcomes may include language acquisition, cross-cultural competence, discipline-specific knowledge, and research skills. 2) Advance statements about what students ought to understand or be able to do as a result of a learning experience (Peterson, et al., 2011, p. 36).

NAFSA: Association of International Educators

A U.S.-based individual membership association for international education professionals that focuses especially on advocacy and professional development. The acronym originally stood for National Association of Foreign Student Advisers. NAFSA's mission and membership have broadened through the years to include all aspects of international educational exchange (Peterson, et al., 2011, p. 10).

Nationality

Membership of a person in a nation state (when used in a legal sense). A National of a country generally possess the right of abode in the country whose nationality he/she holds. Nationality is distinguished from citizenship, as a citizen has the right to participate in the political life of the state of which he/she is a citizen, such as by voting or standing for election. Although nationals need not have these rights, normally they do. Membership in a group of people with a shared history and a shared sense of identity and political destiny (when used in a sociopolitical sense) (Peterson, et al., 2011, pp. 33-34).

Memorandum of Agreement

A written agreement, usually legally binding, through which two or more signatory parties agree to work together toward specific agreed-upon goals (Peterson, et al., 2011, p. 20).

Memorandum of Understanding

A written agreement signed by two parties that does not legally bind the parties to action. Rather, both parties simply agree to work together toward an agreed-upon goal (Peterson, et al., 2011, p. 20).

Nonprofit (or Not-For-Profit)

A legally constituted organization whose objective is to support or engage in activities of public or private interest without commercial or monetary profit. A nonprofit organization does not issue stock or dividends. Many but not all U.S. nonprofits are tax-exempt. There are legal restrictions on how revenues generated by nonprofit organizations may be used (Peterson, et al., 2011, p. 20).

Outside Program (or External Program or Nonaffiliated Program)

A program that is not recognized by a student's home institution as belonging to any special category such as affiliated or institutionally administered. There is no connection to, or oversight by, the home institution, which may have implications for the applicability of financial aid, acceptance or type of credit, or the amount of support participating students receive from the home institution (Peterson, et al., 2011, p. 20).

Partner

One of the parties involved in the processes of sending students abroad or receiving students abroad (when at least two parties are involved). For example, all of the following are potential partners: a home institution, a host institution, an independent provider, a consortium, and a travel or logistics provider (Peterson, et al., 2011, p. 20).

Passport

Official document issued by the country of one's citizenship, which serves as internationally recognized proof of that citizenship. In the case of U.S. citizens, U.S. passports are issued by the Passport Services branch of the U.S. State Department. Citizenship may be conferred by birth (i.e., determined by the citizenship of one's birth parents or country of birth), or may be obtained through a process of naturalization. Some countries allow dual citizenship, if the individual is eligible for citizenship under the regulations of both countries. Passports are almost always required for international travel. Residence Permit – Certification from the host country government that an individual is allowed to live in that country. This may be required In addition to, or instead of, a visa (Peterson, et al., 2011, p. 33).

Program Provider (or Independent Program Provider, or Third-Party Provider, or simply Provider)

An institution or organization that offers education abroad program services to students from a variety of institutions. A program provider may be a college or university, a nonprofit organization, a for-profit business, or a consortium (Peterson, et al., 2011, p. 20).

Residency Status

A category that determines a person's rights and duties based on where they are living and what their legal obligations are in that location. Citizens traveling outside their home country may have various statuses abroad based on their visas and/or residence permits (Peterson, et al., 2011, p. 33).

Risk Management

The process of identifying, assessing, and controlling risks that arise from operational factors in order to minimize their negative consequences. 3.9 (Peterson, et al., 2011, p. 31).

Safety Abroad

Conditions that might impact the well-being of education abroad participants individually or as a group, the measures that an institution has in place to protect the safety of participants, and the behavior of the participants regarding these issues. A companion term, Security Abroad, is sometimes used to refer to region-specific conditions, or alternatively to threats from terrorism. Sources of potential threats to safety include accidents, crime, environmental catastrophes, social unrest, and violent social conflict, including war and terrorism (Peterson, et al., 2011, p. 32).

Soft Proficiencies/Skills

Knowledge or abilities that a student acquires that are based less on disciplinary or technical knowledge and more on perception and behavior (for example, the ability to adjust to the different personal space boundaries that exist in different cultures). In a career context, soft skills have been defined as a cluster of personal habits and social skills that make someone a successful employee. Soft skills typically are developed outside of traditional classroom learning environments (Peterson, et al., 2011, p. 36).

Title IX

Title IX is a federal civil rights law in the United States of America that was passed as part of the Education Amendments of 1972. It prohibits sex-based discrimination in any school or other education program that receives federal money. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Title IX applies to any institution receiving federal financial assistance from the Department of Education, including state and local educational agencies. Educational programs and activities that receive federal funds from the Department of Education must operate in a nondiscriminatory manner. Also, a recipient may not retaliate against any person for opposing an unlawful educational practice or policy, or because a person made charges, testified or participated in any complaint action under Title IX (Harvard University, 2021).

Transnational Communities

Transnational communities are migrant populations living in a country other than their country of origin but with ties to the country of origin (Tsakiri, 2005).

Travel Advisory

Term generally used for what the U.S. State Department officially calls Travel Information, which provides assessments of the health and safety risks for U.S. citizens traveling to all other countries. The State Department issues three types of travel information: Travel Warnings, Travel Alerts, and Country-Specific Information. Several other countries (for example, Australia, Canada, France, Switzerland, and the UK) also provide travel advisories for their citizens who travel abroad (Peterson, et al., 2011, p. 32).

Travel Alert

Official term used by the U.S. State Department for a bulletin outlining a temporary risk to U.S. citizens traveling abroad. It is typically used for information regarding potential threats due to terrorism, civil unrest (such as political demonstrations), or natural calamities such as hurricanes or earthquakes. Travel Alerts may be issued for a city, a country, a world region, or worldwide (Peterson, et al., 2011, p. 32).

Travel Warning

Official term used by the U.S. State Department for an announcement that warns U.S. citizens against travel to a specific country or region because of health, safety, or security conditions in that area. It is the strongest of the three types of travel information issued by the State Department. Note that Travel Warnings come in different degrees of severity, though these are not designated quantitatively, but by language that calls, for example, for all U.S. citizens to defer nonessential travel, or for the voluntary or mandatory evacuation of some or all U.S. staff members (and/or their families) of the U.S. Embassy and consulates situated in the country U.S. citizens may not be able to get support services from the U.S. if they do travel to a location that has a travel warning in effect (Peterson, et al., 2011, p. 32)

Visa

A stamp or sticker placed in a passport that allows an individual to enter a country in which s/he does not have citizenship. All countries require official permission for entry by citizens of other countries. When this permission requires a formal application and is stamped into the traveler's passport, it is known as a visa. If a visa is not required (an arrangement that may be called a "visa waiver program"), this is only possible by mutual agreement of the country of which the traveler is a citizen, with the country of the traveler's destination. Visas are generally issued in advance of the proposed visit by the diplomatic representatives (for example, Embassy or Consulate) of the destination country, or less commonly by immigration authorities upon the traveler's arrival in the host country. Different categories of visas may be issued for different purposes, chief of which include travel, study, business, or work. An individual must possess a valid passport before applying for a visa (Peterson, et al., 2011, p. 33).

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