

EXPLORING STRATEGIES TO BETTER SERVE
INTERNATIONAL STUDENTS AT WISCONSIN TECHNICAL COLLEGES

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EXPLORING STRATEGIES TO BETTER SERVE

INTERNATIONAL STUDENTS AT WISCONSIN TECHNICAL COLLEGES

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ABSTRACT

EXPLORING STRATEGIES TO BETTER SERVE INTERNATIONAL STUDENTS AT WISCONSIN TECHNICAL COLLEGES

Shantelle James

Under the Supervision of Tom Lo Gudice, Ph.D.

International students represent approximately 3.5 percent (671,616 of 19,103,000) of all students attending institutions of higher education in the United States in the 2008-09 academic years (Institute of International Education, 2011). This demographic is changing the context of two-year colleges requiring faculty and staff proficiencies in culturally competence and a candid perspective of one's beliefs towards these efforts. To address this need adequate professional development opportunities for participates for such trainings to authentically acquire attitudes, behaviors and best teaching practices surrounding students from varied ethnic cultural backgrounds is required. The issue identified by this study is determination of the intercultural competence infused in faculty and staff training in-service programs to properly equip educators them with the knowledge, skills and abilities to effectively service an important yet under-recognized, complex and non-homogeneous minority presence at two-year institutions of higher education within Wisconsin—the international students.

The research questions addressed include the challenges of international students as a minority population, the significant goals of educational diversity and the college's commitment towards all forms of diversity including those encompassing international student variations, who serve as temporary citizens extended by community college campus invitation or as part of their two-year enrollment.

An observational study of the professional development educational diversity course occurred at the study campus, Madison College, and included secondary data from the institutions Center for Teaching and Learning records acquired through course completion evaluations. A stratified proportional random sampling of the sub-population of in-service faculty and staff at Madison College provided a proportional representation of the district population. The study provides insights into how the Wisconsin Technical College System's diversity certification course might extend its training curriculum by incorporating culturally responsive teaching methods in its in-service training. It also expounds upon intercultural competencies and substitution of its individual perceptions and behavior competencies with authentic, transformative learning methodologies to reduce the presence of neo-racist attitudes and negative dispositions potentially inherent amongst its faculty and staff.

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I: INTRODUCTION

Diversity issues within education span a vast number of areas from enhancing opportunities for those who want to learn to expanding educational efforts to meet the needs of diverse learners. These concerns are precipitated not only by the diversity of tangible human characteristics such as age, gender, physical and cognitive ability, race and ethnic background but also by changing cultural contexts and demographics, which occur as a result of blending non-Westernized cultures within American communities. The dynamics of this issue is further complicated by socioeconomic and global shifts as well and such changes necessitate a new perspective on how to navigate within a society incumbent of many variances.

Within the discipline of education, a knowledge base about cultures and reforms pertaining to the interrelatedness of differences, specifically amongst ethnicities, has persisted since the 1960's as the multicultural education movement. Its intended purpose served to empower all students through a social consciousness and has worked towards reconstructing education so that it becomes the vehicle for eradicating social injustices (Banks, 2006) Educational standardization towards social equality in both learning and organizational contexts is notably responsible for the Wisconsin Technical Certification System (or WTCS) course, Educational Diversity, requirement #69, which is presently one of seven Wisconsin Technical College System professional development courses required at all technical colleges within its state. This in-service course parallels the K-12 standard IV for professional development schools as part of the National Council for Accreditation of Teacher Education (NCATE)¹ which serves to educate staff and faculty towards globalized classrooms and a globalized America The primary goal of #69 is to assist full and part-time faculty at community colleges in acquiring

¹ <http://www.ncate.org/LinkClick.aspx?fileticket=P2KEH2wR4Xs%3d&tabid=107>

proficiencies relevant to diversity of; age, sex, physical and cognitive ability, race, ethnic background, sexual orientation and recognizing dehumanizing biases, discrimination, prejudices, cultural incompetence, institutional and personal racisms associated with these categories to promote an inclusive and effective learning environments to meet the needs of all diverse student populations².

In efforts to understand the delivery of trainings requirements received towards instructor certification and its accompanying multicultural/intercultural curriculum taught to both its occupational and academic instructors in the author serves as an observer participant. In examining how its staff and faculty are prepared in addressing global changes on its campus, Madison College, a two year technical institution located in Madison, WI serves as a case study. As a part-time instructor at the College's Traux campus and current graduate student, a condition of satisfying the course requirement consists of the author's completion of both the course and an independent project where the proposal of an idea for consideration is required to demonstrate aptitudes as a change agent. Upon review of research literature and some preponderance, a written proposal was chosen as preface to this seminar project offering suggestions for improvement to both the content and current methodologies utilized by facilitators of the current Education Diversity course.

Background

The inspiration for the project stimulated from an experience at the College's 2010 Learning to Learn Camp. The L2L camp, as it is informally referred provides transformational change opportunities for pre-college and recently matriculated students in an intense five-day experience that challenges students to grow and develop skills that are essential to college and life as a whole. For the first time since its inception in 1989, the camp extended invitation to

² See WTCS Certification Education Requirements #69 Course Outcome Summary, January 30, 2009

incoming foreign students who were consequently recipients of the Community Colleges for International Development (CCI) Program, a grant program administered in partnership with the Department of State, Bureau of Educational and Cultural Affairs. Within the first 48 hours of students' inception into the camp, and just one week after their arrival to the U.S., the author, who served as a facilitator at the camp, witnessed an intercultural encounter between faculty and a foreign student— a young Egyptian female in her mid-twenties who was not only having difficulty with the language but also difficulty in adjusting to her new environment. According to research, this student's unique challenges were indicative of most international students who commonly experience separation anxiety, academic pressures, inadequate linguistic proficiency, discrimination and social isolation from their indigenous peers, (Lee, 2007). Wlodkowski and Ginsberg (2009) have also associated comparably other psychosocial factors of adult learners which effect the adult student's motivation and ability to learn as documented in the literature *Diversity & Motivation: Culturally Responsive Teaching*

In addition to these pressures, many international students also encountered the covert and overt prejudices of ethnocentrism which originates from an American illiteracy about foreign cultures. In one specific observation during the L2L camp, an instructor demonstrated notable subjectivity in the grading of an international student's assignment. Although the work clearly demonstrated competencies in accordance with the objectives outlined for the course, the student's academic performance was differentiated from her American peers accounting for poor grammar and spelling resulting in the student's content performance being assessed at a level subpar to the student's actual academic comprehension. Such bias by faculty instructors fail to demonstrate a comprehension of diverse learning approaches which are rooted in an understanding that intercultural relations require varied communication as well as differentiated

approaches to learning. Such behaviors also reflect neo-racism, a term Lee (2006) defines as, “a justification of discrimination on the basis of cultural difference or national origin to preserve the dominant group’s cultural identity” (p.4). The underlying notion of this concept promotes cultural superiority and marginalizes with attempts to conform minority groups within the norms of societal perceptions.

Given these observations and active recruitment efforts attracting international students to the Madison College campus, research suggest that faculty be knowledgeable concerning how best to serve and interact with diverse student populations as well as be aware of one’s own unconscious biases and ethnocentrism (Pahnos & Butt, 1992; Cooper, 2003; Boysen, Vogel, 2009). Such perceptions, as previously described, tend to marginalize an individual and sociologically group or categorize another human being within a fragmented perspective rather than promote a relational social group built upon cultural acceptance. The latter concept is what sociologist call minority grouping. The term is defined as "any recognizable, racial, religious, or ethnic group in a community that suffers some disadvantage due to prejudice or discrimination (Shafritz et al., 1988) or what Wirth (1945) as cited in Linton explains as “a group of people who, because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment and who therefore regard themselves as objects of collective discrimination” (p. 36).

Further research highlights appropriate strategies and psycho-social factors related to teaching and learning and advocate that an important priority for college administrators and student services personnel to consider is the intentional design of student services and curriculum conducive to serve foreign students (Lamkin, 1998). As teachers have historically been key to education reform, and the currently the impetus for promotion of Madison College’s Diversity

Plan and affirmative action goals³ it is essential to take note of these goals before further discussion for implementations in the campus classroom:

1. Balance individual occupational program enrollment percentages for students by race, gender and special population availability.
2. Assure non-discrimination in career planning, counseling and placement services for students.
3. Analyze and address employment of faculty and staff within each district in the Wisconsin Technical College System to match utilization/availability percentages for racial, gender and disabled categories.
4. Create an educational and work environment that reflects, appreciates and celebrates the diverse society and community in which we live and one that creates a climate for the success of each and every person by appreciating the uniqueness that they bring to the college district.

It is equally important to consider the essence of how well inclusion is fostered through student-to-teacher interaction which also serves to inform the college's commitment to diversity in regards to its "foreign student population". Such plans assist in gaining understanding of how the WTCS' diversity standards has upheld multicultural theory and practices by which in-service and pre-service teachers acquire and develop attitudes and values necessary for a democratic society (Khan, p. 530).

A review of literature has shown that as the student body at colleges campus begin to change due to a rise in ethnically and culturally diverse populations, faculty and staff, specifically teachers, must be able to demonstrate not only content knowledge but also embrace diversity and the intricacies of understanding the cultural needs of learners which are essential to

³Wisconsin Technical College System Equal Opportunity/Affirmative Action Goals 2005-2010, Section I, p. 7)

providing quality education. A lack of introspective by educators about diversity aspects impedes the formation of educational practices which serve to foster an inclusive and effective learning environment and personal development. Historically pre-service and in-service activities associated with aspects of multiculturalism and diversity is offered in remedy to prepare faculty and staff concerning diversity and awareness education. However it's important to note that diversity aptitudes for instructors within *occupational subject areas* upon hire in the WTCS are not required but often assumed as a condition of the candidates' real-world experience. In contrast academic subject instructors, who are often candidates majoring in an educational field, may receive some form of a diversity or multicultural training while completing pre-service coursework in their respective undergraduate or graduate degree programs. However a report initiated to ascertain cultural competence requirements for teacher licensure across states concluded sixteen states had no such course work requirement and 15 other states, which include Wisconsin, had generic requirements in these education programs for teacher preparation. (Zanville & Duncan, 2001). As a result in-service training courses have become fundamental in addressing cultural competencies deficiencies and other diversity related issues. However, training formats as currently structured may not be the sole sufficient professional development activity to prepare faculty to acculturate a campus environment or address the changing student demographics on its campuses.

In understanding learner needs are essential to providing quality education, and that education, as described by Knowles (2005) is “an activity undertaken or initiated by one or more agents designed to effect changes in the knowledge, skill and attitudes of individuals, groups or communities “. (p. 10) This research will examine how Madison College is preparing its staff and faculty to create an inclusive and effective learning environment by revisiting historical

barriers to diversity rooted in instructor personal perspectives, outlining the challenges and needs of incoming international student population, synthesizing various educational reforms geared towards equality and the examination of intercultural and culturally responsive strategies suited to address cultural dissonance amongst teacher and student interactions.

Statement of the Problem

Historically demographic changes within the United States educational climate has shown a significant need for restructuring of education curriculum and teaching strategies so that students from different ethnic, racial, language and social-class groups will have equal opportunities to learn. For nearly the past five centuries multicultural education and the adoption of diversity trainings has served to address these globalized shifts through the promotion of social inclusion, prejudice reduction agendas and the development the knowledge, skills and attitudes needed to guide awareness about others and equip our society towards acceptance in understanding the various cultures reflected in institutional and organizational populations.

Research shows that the improvement of intergroup relations in schools have mainly focused on students' stereotypes, negative attitudes and misconceptions towards minority racial, ethnic and social-class difference. While teachers are prepared to address these diversity related issues in classrooms, through the emphasis on multicultural curriculum, the literature also demonstrates that teacher bias rooted in ethnocentrism is corrupting education, suggesting a deficient in pre-service or in-serve professional development curriculums or need for transformative learning strategies entrenched in intercultural education.

The author as a recipient of a diversity certification requirement at a Wisconsin technical college examines the design and implementation of a training program over a 13-week period to analyze the training model and assess specific diversity theories in practice and current relevance

in authentically aiding its instructors with strategies to better attend to and appropriately interrelate with the college's international student population.

Definition of Terms

The following definition of terms will be useful in understanding this research:

Acculturation: Modification in a culture by the adaptation of outside cultural traits (Tomic, 1996)

Cultural bias: the phenomenon of interpreting and judging phenomena by standards inherent to one's own culture or interpreting and judging phenomena in terms particular to one's own culture

Culturally Relevant/Responsive Teaching: a pedagogy that recognizes the diverse cultural characteristics of students from different ethnic backgrounds and adjusts teaching methods to account for this diversity (Gay, 2010)

Ethnocentrism: a characterization by or based on the attitude that one's own group is superior (Shafritz, et al., 1988)

Institutions of Higher education(or post-secondary education): A level of education provided at academies, universities, colleges, seminaries, institutes of technology, and certain other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications. (Shafritz, et al., 1988)

International student: A student who are neither U.S. citizens, immigrants, nor refugees, excluding permanent residents. Any person studying at an institution of higher education in the United States on a temporary visa that allows for academic coursework, inclusive of F (student) visas and J (exchange visitor) visas holders. (Institute of International Education, n.d.)

Learning to Learn: an integrated system of learning strategies that build towards a central goal: Moving the student from rote-memory learning to inquiry-based learning. (Armstrong, Anderson, & Nancarrow, 2010)

Multiculturalism: an attempt to develop curricula, instructional materials, and pedagogy allowing individuals to acquire a perspective beyond their unique cultural, ethnic, gender, and racial perspective (<http://www.edchange.org/multicultural/papers/keith.html>).

Multicultural education: a school program designed to teach understanding of and appreciation for the many different cultural, ethnic and social groups in society. (Sleeter & Grant, 1987)

WTCS Certification: The process of providing documented qualification requirements by an accrediting institution upon commencement of faculty and staff after hire at one of sixteen (16) Wisconsin Technical Colleges. (<http://www.wtcsystem.edu/employment/certification.htm>).

Delimitations of Research

The research was conducted through the Madison Area College Library (Madison, WI), Oscar Rennebohm Library (Edgewood Colleg-Madison, WI) and Elton S. Karmann Library (University of Wisconsin-Platteville) over a period of ninety (90) days. Primary searches were conducted via the internet through EBSCO Host with Academic Search Premier, Education Research Complete (ERIC) and MasterFILE Premier. Key search terms included “international students”, “inequalities in education”, “cultural and teacher bias” “professional development/diversity education”, “cultural competence” and “neo-racism”.

Method of Approach

The overall research study of which this is a part consisted of participant observational research, with the addition of applications based on Motivational Framework for Culturally Responsive Teaching (Wldowski & Gingsberg (2008). According to Erickson (1986) the essence of the interpretive approach lay in its concern with the meanings or interpretations that people ascribed to events in a particular setting. In social research in education this involved a focus on social ecology, that is, a study of the structure and processes of the microculture of the

setting (e.g., a classroom) so as to understand "the ways in which teachers and students, in their actions together, constitute environments for one another" (p. 128) and produce "an enacted curriculum" (p. 129).

This approach is consistent with the constructivist epistemology underlying the study; that is to say, the classroom as it was perceived by the students and teacher in this case study was thought to be more likely to have an effect on learning than was the classroom in some supposedly more objective sense. Although surveys are not generally used in an ethnographic study, for analysis purposes course evaluations were used to ascertain a snapshot of the larger picture at particular points in time, and to focus the research on the participants' perceptions of the learning environment. A review of literature related to historical educational studies and evolutions pertaining to race and culture, the antecedents of multicultural education, anecdotal methodologies rooted in sociopolitical consciousness, bias, neo racism and ethnocentrism research was also conducted along with an examination of culturally responsive pedagogy, reflective practices in teaching as a form of transformative learning as well as multicultural and intercultural theories in practice which have influenced past and current pedagogy. These findings were summarized and recommendations made.

II. REVIEW OF LITERATURE

The Changing Context of Community Colleges

Two year institutions have traditionally focused their efforts on serving local residents, however in recent studies those once considered the traditional community of adult learners in this regard is changing. Research trends in enrollment demonstrate a growing presence of international students tends to favor the U.S. as a leading higher education destination. According to a yearly press release by the leading not-for-profit organization in the field of international educational exchange and development training, Allan Goodman, President and CEO of the Institute of International Education, affirms foreign student enrollment trends stating, "The United States continues to host more international students than any other country in the world." (Institute of International Educations, 2011, p. 1) While earlier research speculated the spike of international student enrollment trends as ephemeral due to events surrounding 9/11(American Council on Education, 2009), the Open Doors 2008-2012 data continue to support these changing demographics reporting a record high increase at more than 7.5 percent in the 2008/09 academic year. Enrollment of first time international students in U.S. institutions in the Fall 2009 semester saw a 1.3 percent increase following another 1 percent increase with the release of 2009/2010 data. In its fifth consecutive year, Open Doors figures now show 32 percent more international students in U.S. colleges and universities than there were a decade ago (Institute of International Educations, 2011). While the institutional context varied across this spectrum, i.e. doctorate-granting universities, research universities, master's colleges and universities, baccalaureate colleges and associate degree colleges to include tribal; special focus and faith related institutions, all contribute to today's changing demographics in U.S. campus classrooms. Chief amongst these institution are technology related community colleges, which

according to the 2004/05-2009/10 data, has become increasingly more attractive with an 88.9% change over the past ten years (Institute of International Education, 2010).

Within the past decade, the American Association of Community Colleges (AACC) reported an estimated 100,000 international students are currently enrolled in undergraduate programs at two-year colleges. This accounts for approximately 39% of the total number of international student studying in the United States (as cited in Hulstrand, 2009, p. 94). As a majority of international support comes from non-U.S. sources, the low cost of a community college education notably attracts students who might not otherwise be able to afford to study in the United States. Non-monetary benefits associated with community colleges enrollments include smaller classroom sizes which create attentive environments for students; specific skills training, often acquired through accelerated certificate programs, and special partnerships with four-year colleges for those aspiring to extend stays in the U.S. to pursue further education are also attractive to international students. These particular benefits alone however are not the only factors of campus growth of international students. Numerous two year colleges, similar to Madison College, actively recruit to increase its presence of international enrollees. (Koch & Green, 2009; Hulstrand, 2009) Within respective states, federal and state program are utilized to attract students from abroad to their campuses. The Community Colleges for International (CCI) Development grant and Fulbright Scholars are programs which awards either full or partially funded educational opportunities to students in other countries. Recipients of such funding receive roundtrip transportation to the host country, a monthly stipend, accident/sickness coverage, and fully paid orientation and enrichment activities. Such programs, which are established to raise global awareness about the U.S. community college system, not only include sponsorships, but also consist of recruitment fairs abroad. A popular website,

www.communitycollegeusa.com, educate prospective students about the benefits of studying aboard and a host of other strategies available through the American Council of Community Colleges. It also focuses on ways to help recruit and serve international students (Hulstrand, 2009). As Ewing (1992) notes in his article, *A supportive environment for international students*, “nowhere else can a student who has had relatively little formal education enter so easily into a quality higher education experience (p.37). Independent of what or who attracts these students to campuses, a social trend which integrates people with different cultural backgrounds is subsequent. With the varying criteria used in defining the international student across countries, for the purpose of data collection contained within this research, the international students will now be defined from the context of the United States following challenges faced by students upon entry into campus classrooms and surrounding educational perspectives in their new environments.

Defining the international student

So what criterion classifies the international student? Is it non-U.S. citizenship? Is one's claim of permanent residency or passport status a factor? Do all international students speak English as a second language? And if not, are those who regard English as their native language differentiated from American students? Research offers varying perspectives for defining the international student. For example in purposes related to the collection of data by UNESCO, the United Nations Educational, Scientific and Cultural Organization, accountability of international students excludes those who crossed his or her national border to pursue education in programs for less than one year. The organization also considers one's permanent residence and place of prior education as a definitive factor. In compiling data for the Institute of International Education, the Open Doors Report from which most of this research data has been gleaned,

crossing one's national border is also a contextual criteria. For definition specific to the United States, the organization defines international students as those who are neither U.S. citizens, immigrants nor refugees. Its characterization further excludes long-term and permanent residents studying at an institution of higher education in the U.S. but accounts for various visa holders including F1 (student) visa, H (temporary worker/trainee) visas, J(temporary education exchange -visitor) visas and M (vocational training) visa holders. (Institute of International Education, n.d.) These students from abroad comprise ethnic populations from nearly 70 countries throughout the world including the United Kingdom, Australia, Germany, France, China, Japan, New Zealand, Singapore, Malaysia, Africa and Canada.

A research study by Poyrazli and Grahame (2007.) in a semi-urban campus community related to the needs of international students looked at how international students once in the United States adjust to a different social and institutional context. Although adjustments varied by country of origin, race, ethnicity, English language proficiency and type of culture (individualist or collectivist), the literature concluded initial transition, academic, social life, and psychological experiences were amongst their greatest barriers to adjustment and contends that "institutions of higher education need to constantly evaluate the entire context into which they recruit and educate international students"(p.2). As students abroad research their options set forth by proactive programs, which are devised to reach out internationally, and prepare to embark upon western territory, most often their eager recruiters fail to advise on the intangible cost which accompany U.S. educational benefits. Despite the exceptional opportunities offered by a U.S. education and college experience, many international students are confronted with the overwhelming reality of intercultural dissonance, discrimination on campus and bias amongst peers which further compounds these barriers. Such incidents precipitate reconsideration of

teaching strategies and approaches and require reexamination of one's professional development to conceptualize ways to dissect inequalities embedded within race and cultural ignorance as a social concept to inform personal bias. However, while there is informative research to guide and assist educators in the management of bias, discrimination, prejudice reduction recognized amongst students in higher education classrooms (Banks, 1981; Gay & Kirkland, 2003; Bennett, 1986) fewer practitioners embody research which identifies and discuss problems encountered amongst international students and ways to resolve them (Lee & Rice, 2007; Ladson-Billings, 2006, Boysen & Vogel, 2009; Ginsberg & Wlodkowski, 2009).

Challenges of International Students and westernized perceptions

Many of the international students, who come to the U.S. expecting to gain new knowledge and skills to employ back in their homelands after study abroad, do not anticipate the unique challenges which they face in classrooms upon their arrival. These challenges which are rooted in a lack of culturally diverse communities stem from an unawareness of other cultures, ethnocentrism and a gamut of historically unresolved racial and social justice issues which still continue to undergo reformation within westernized educational cultures. Numerous research studies explicit to the experiences of international students' experiences (Lee, 2007; PoPorazli & Grahame, n.d.) outline the bias, discrimination and prejudice of Americans towards them as well as international students' perceptions of discrimination and serves to uncover the root of international students challenges and expose a new form of racism, known as neo-racism. Neo-racism theory as described by Spears, "rationalizes the subordination of people of color on the basic of culture, [which is acquired] through acculturation with an ethnic group [whereas]... traditional racism rationalizes...fundamentally in terms of biology." The author goes on to further conclude that, "neo-racism is still racism in that it functions to maintain racial hierarchies of

oppression.” (p. 389 as cited in Lee & Rice, 2007) Neo-racist perceptions, because such views are often masked in ethnocentrism, at often times are an educational practice unbeknownst to educators, yet all the same, justified in a positive context as natural. Pahnos and Butt (2006) however, contend that negative aspects of ethnocentrism reveal bias, which is understood as often giving a prejudice outlook (Merriam Webster Dictionary, 1986). Prejudice, the counterpart of bias, is as a premature, negative regard or judgment about an ethnic or racial group. Neo-racist behaviors are not only attributed to skin color but one’s culture, national origin and contingent upon events within society the relationships between or perceptions about those perceived to be (or are from) another countries. Given this perception one’s natural tendency is to preserve group cultural identify, specially the U.S. dominant group. Pahnos & Butt (1992) further writes that understanding how one makes or measures judgments vary in relation to bias rather as benevolence, inadequate, inferior or militant as to impose one’s own vales on another is an imperative attribute one must acknowledge and own as a teacher and/or administrator (p.118-119). This concept is not only important in teaching, but both policies and other settings tied to education as well as it impacts equal access and equality of education.

Within the institutional context of education this discriminatory practice is exercised via the educator’s conscious or unconscious esteems of ethnocentrism as well as misuse of culture as justification to students who differ from one’s self has shown to be reflected in teacher/faculty attitudes. In a survey of staff in an Australian study (Robertson et. al, 2000) which patterned international student perceptions of discrimination with staff attitudes towards these students, participants showed lack of empathy, criticism [towards students] for not taking responsibility for their learning and revealed a lack of consideration towards international students illuminating concerns that” staff may not consider cultural differences of international students”. (p. 387)

Students in term regarded teachers as not having a holistic understanding of who they were as individuals.

Another compelling study by Ladson-Billings (2006) which discuss ways prospective and novice teachers construct culture simultaneously as both the problem and the answer to teachers struggles with students different from themselves, contributes this deficit of learning to teacher education. She prefaces this argument by stating, “The typical pre-service teacher takes a series of foundations courses in the history, philosophy and sociology of education. However there is a strong concentration in psychology that includes courses in child or adolescent development, cognition and learning and exceptionality (i.e. students with special needs). To understand teaching in the United States is to understand a wholly “psychologized” field [this] anthropology of education rarely appears in pre-service teacher education.”(p. 104) Further observations collected throughout her years and embodied within the study revealed self-esteem and culture as perceptions provided by educators, whereas self-esteem was a form of blaming the student and culture was used as the justification if the students in question [were] not English-speaking and not native-born U.S. citizens. (p.106) Although this research focused on perceptual inequalities internal to educational contexts, examples of neo-racism in more elusive contexts have notably involved American students being held to a higher standard than a visiting international students (or vice versa) or within political regulation and policies which impact international students losing or not being able to obtain financial aid or difficulty in obtaining entrance into the U.S. For example, a student from a Middle Eastern country experiencing greater difficulty in gaining a visa to study in the U.S. than a student from Canada or Asia post 9/11). Classroom discrimination based on culture and national origin might resemble less than objective academic

evaluations, negative remarks from faculty or fellow students and similar barriers related to forming interpersonal relationships in the host society.

Research on the effects of bias in teaching and learning by Panthos & Butt (1992) summarize how a universal pride in one's ethnic background affects students from various cultures and races stating, "Classroom environments that do not value learners' individual cultures may lead to and/ or cause a decrease in motivation and poor academic performance. (p. 119) As the gatekeepers of globalizing classrooms, administrators and teachers serve as role models as well as change agents in abolishing factors which inhibit equality of learning. As we have learned from the past, institutions which serve to educate its staff and value standards of equality also hold this responsibility by incorporate training programs which not only assist faculty/staff in actualizing one's cultural awareness but also equipping faculty and staff with tools to learn as well as reject their own bias as part of professional development.

A brief revisit to the past

More than fifty years ago, a miscarriage and failure of teachers to embody an interracial perspective towards students different from themselves were similar in nature. As laws of segregation brought change, teachers had to learn to embrace new classroom dynamics and demographics. According to Banks (1981), in order to maintain a multicultural school environment, all aspects of the school had to be examined and transformed, including policies, teachers' attitudes, instructional materials, assessment methods, counseling, and teaching styles. Over time teacher preparedness in shifting classroom demographics, whereby Black students were integrated with White students, had an unequivocally impact on teaching and learning objectives. As a result, African American students (along with Latinos) have consistently maintained high-risk of academic failure, low-student achievement, and disproportionate rates of

high-school dropout. Although there has been no known study which links international students to these risk of academic failure, Pahnos and Butt (1992) does note that the further a student is from mainstream culture the greater difficulty they will experience in obtaining a quality and equal education.” (p.119) The author further speculates that these past impacts of teaching and learning are rooted in ethnocentrism basing this theory on the ideology of anthropologist belief which advocate that people born into a particular culture, that grow up absorbing the values and behaviors of the culture, will develop a worldview that considers their culture and aspects thereof to be the norm. If people then experience other cultures that have different values and normal behaviors, they will find that the thought patterns appropriate to their birth culture and the meanings their birth culture attaches to behaviors are not appropriate for the new cultures. Therefore, for those accustomed to their birth culture, it is difficult to see the behaviors of people from a different culture (from the viewpoint of that culture rather than from their own).

Research by Wldowski & Gingsberg (2008) in adult education further support notions of decreased motivation and demonstrate how psychological factors such as self-confidence, social isolation or lack of inclusion affects the adult student learners’ stimulus towards learning. As social isolation is inbred in America one may be socially ostracized due to an endorsed contextual terminology within Western society where by definition is foreign based on a person’s origin of birth, language or social dress. The establishment for the existence of societal bias subsequently categorizes international students as “foreign” thereby differentiating their interaction with their native born counterparts as outside of the norm. This classification historically has been a byproduct of U.S. society inherent bias behaviors demonstrated in history which has precipitated court enforced laws and regulations such as the Civil Rights Act of 1964 (Pub.L. 88-352, 78 Stat. 241) enacted on July 2, 1964 and Equal Employment Opportunities

policies in commerce and organizational human management. When immersed in educational contexts or navigating surrounding communities at large, non-citizen students experience the personal bias of those with whom they interact domestically. Within the field of education, these biases are explicitly communicated as fear, alienation, retaliation, cultural ignorance, stereotyping, prejudice and avoidance or all of these factors collectively reflected back to the student as “their responsibility” to cope with accordingly (Lee, 2007).

Years later several nontraditional strategies and the adoption of new and challenging methodologies and approaches were acquired for classroom instruction to both educate and accommodate diversified student populations. These historic times led to several variations of reform with origins in the ethnic studies movement resulting in the evolution of multicultural teacher education and culturally pedagogy which intersects race relations in schools, educational diversity and theoretical position of intercultural educational studies. Since times of segregation of schools in the South, continual resolutions as to best approaches are still sought to globally integrate classrooms as well as mindsets to conceptualize a transformed society rooted in equality and justice for all learners. At the forefront of this movement, educators and college faculty, who serve as ambassadors to incoming international students, stand as the pillars in upholding the ideology of justice and the actualization of a shared American dream—equality of education. In realizing the unprecedented resemblances to past social changes in education and the growth of international students at institutions of higher education in the United States, educator’s and accrediting institutions maintain a pious responsibility to support those students whom this country extends invitation. This is best accomplished through the adaptation a transformative curriculum and learning experiences to extend beyond typology strategies inherent in unaided multicultural education approaches. The following section will outline the

antecedents and variations of multicultural education which mainly presented arguments for the inclusion of nonmainstream (or non-Anglo-American) cultural and historical contributions into school curriculums along with various other typologies of multicultural education. Following thereafter is an examination of the culturally responsive framework which provides an intersection between culture and motivation by creating practical ways for teachers to reflect on teaching that is respectful of cultural differences, inclusive, meaningful and engenders competence among all diverse learners.

The Premise of and Evolution of Multicultural Education

Historically approaches to multicultural education reform and its accompanying strategies have evolved congruently with political unrest stemming from the oppression of minority groups within society. The key social categories of multicultural education--race, class, language, culture--and their interrelatedness conflicts when a single group, or a combination thereof, are integrated into the American mainstream society dominantly portrays through Eurocentric or ethnocentric perspectives. The antecedents of multicultural education are premised in activism which inspired the ethnic studies movement and resurfaced during the Civil Rights movement. Ethnic studies had been an interdisciplinary study of racialized people in the United States and elsewhere created to challenge the negative images and stereotypes of people of color inherent of curricula with Eurocentric perspectives. Prior to the ethnic studies movement in racially segregated schools, scholarly publications were homogeneously and ethnically biased. In the first half of the 20th century, George Washington Williams, Carter G. Woodson, W.E.B. Dubois and Charles H. Wesley, leading scholars during the ethnic studies movement, believed the creation of positive self-image was essential to collective identity and liberation (Banks, 2008). They galvanize reform through the creation and overall dissemination of African-

American historical scholarship which thereafter found its way into schools. Their collective scholarly works were pivotal in the building awareness and educating mainstream society as well as empowering citizens of oppressed groups. During the nineteenth century, the *Brown vs. Board of Education* unanimous ruling, in 1954 and 1955 as well as the 1969 ruling which impelled the time for “all deliberate speed” eventually ended leading both African Americans and other marginalized groups into desegregated schools where the “mainstream” expectation of some educators’ imposed the ideology of assimilation versus integration. (Similar ideologies are held today by teachers towards international students.) Multicultural education was the impending reform to liberate assimilation’s curricula agenda. The changing composition of schools “placed demands on social and political institutions to recognize the roles they played in the perpetuation of inequalities (Kahn, 2008) which gave voice to the Civil Rights Movement—a time when the collective voices of marginalized groups could be heard.

By late 1980’s, distinctly different objectives had developed stemming from criticisms of the field of multicultural education. These were systematically aroused by a misuse of the term, context placement in differing cultures, political influences and the overall complexity of a combination of these factors. The major goal and common theme of multicultural education noted amongst specialists in the field, was 1) the reform of schools and other educational institutions by reshaping and challenge the thinking of American society, 2) to assist native students, faculty and staff to relate to one another (not tolerate) individuals different from one’s cultural orientation and 3) to allow students from diverse racial, ethnic, and social-class groups to experience equality as citizens.

Research in multicultural education has continued as the remedy most sought in academia to reduce influences of inequality persistent within society. Although the study of this concept

has not exclusively been limited to a specific place of origin due to the different histories and cultural complexities with the field, the United States has had a notably longer history and varied body of thought than any other English-speaking country in the field as it pertains to ethnicity and race (as opposed to White ethnicity) in other societies and educators of color have primarily remained at the forefront of its development”. (Sleeter, 1989, p. 54) The initial idea behind multicultural education was that mainstream academic knowledge could be transformed through the inclusion of objective historical research. This idea has since undergone much arguable criticism as discussed by Sleeter’s (1989) in her literature on multicultural education as form of resistance to oppression. Sleeter also notes a mistaken assumption and ambiguity surrounding this concept, that is, multicultural education is not a homogeneous set of practices, nor do all advocates subscribe to the same ends or models of social change. (p. 53) Some time after, three schools of thought emerged: Banks (2008) five dimensions of multicultural, Nieto and Bode (2008) Seven Characteristics of Multicultural Education and Sleeter (1989) five approaches to multicultural education. In further defining multicultural education as a matrix of practices and concepts rather than a singular static notion a brief description highlights each of these concepts.

Five dimensions, Seven Characteristics and Five Approaches

A leading pioneer of multicultural education which has advanced his definition over the years to broaden the field of this concept to five dimensions; (a) content integration—the extent teachers use cultures in their curriculum;(b) knowledge construction process—the extent to which teachers help students to understand the various frames from which knowledge is constructed; (c) prejudice reduction—action or activities that teachers use to help students develop positive attitudes toward difference; (d) equity pedagogy—teachers’ modification of instruction to facilitate the academic achievement of students from diverse backgrounds; and (e)

an empowering school culture and social structure—school culture that promotes equity and empowers its multiple stakeholders to participate in the examination and reform of school practices (Banks, 2008). The culmination of these dimensions further led to research by Nieto and Bode (2008) who continued to expand on multicultural education to formulate seven characteristics; *Antiracist education* which makes antidiscrimination explicit in the curriculum and teaches students the skills to combat racism and other forms of oppression. *Basic education* which advances the basic right of all students to engage in core academics and arts to addresses the urgent need for students to develop social and intellectual skills and expand understanding in a diverse society. The third characteristics, *importance for all students*, serves to challenge the commonly held misunderstanding that it is only for students of color, multilingual students, or special interest groups. A fourth characteristic, the *pervasive nature of multicultural education*, emphasizes an approach that permeates the entire educational experience, including school climate, physical environment, curriculum, and relationships. The fifth, *social justice education*, assist teachers and students into putting their learning into action, whereby, students learn that they have the power to make change as apprentices in a democratic society. The sixth, a *multicultural education process* highlights the ongoing, organic development of individuals and educational institutions involving relationships among people and points to the intangibles of multicultural education that are less recognizable than specific curriculum content, such as expectations of student achievement, learning environments, students' learning preferences, and cultural variables that influence the educational experience. *Critical pedagogy*, the seventh attribute, draws upon the experiences of students through their cultural, linguistic, familial, academic, artistic and other forms of knowledge. (p.44) these seven characteristics unite multicultural education to issues of socioeconomic and political equality as they relate to power.

Sleeter and Grant's (1987) earlier connections to the role of sociopolitical power initially used five goal based approaches: Teaching the Exceptional and Culturally Different, the Human Relations Approach, Single Group Studies, a dynamic Multicultural Education Approach which is values based and Education that is Multicultural and Social Reconstructionist. The goal of the first approach, Teaching the Exceptional and the Culturally Different, is to equip students with the academic skills, and attempts to raise the achievement of students of color. It is the least sought approach in multicultural education as it does not address structural barriers to economic access. The second approach, Human Relations, occurs mainly at the primary level of education, is aimed towards sensitivity training embodying the concept "We are all the same because we are different" but often does not address the issues of institutional racism but focuses on the improvement of the school. Single Group Studies, a third goal, serves to engage individuals in an in-depth, comprehensive study that moves specific groups from the margins by providing information about the group's history, including experiences with oppression and resistance to that oppression. The hope is to reduce stratification and create greater access to power. Noted limitations are its narrow focus to only one form of oppression, race, and disregard of others. The fourth approach which focuses on a range of values to multicultural education is self-reflexively dubbed multicultural education i.e. the value of cultural diversity, human rights, respect for differences, alternative life choices, social justice, equal opportunity, and equitable distribution of power. The final of these goals is Education that is Multicultural and Social Reconstructionist which teaches about political and economic oppression and discrimination with the goal of preparing individual persons in social action skills.

The Look at Teacher Education

Educational programs and approaches devoted to a particular form or perspective of multicultural education is widely dependent upon the perceived audience and motivation of participants. Many of these concepts have been intended for students with teachers at the forefront of their conceptual employment. Amongst educators and within professional development training, however such programs have yet to be employed in a holistic dimension, and research criticizes that the socially transformative qualities of education have not been universally understood or embraced. (Bode, nd., p.6) In fact, despite the preparation teachers receive as part of teacher education programs, a 2006 study of pre-service teachers expressed their unpreparedness, disassociation as multicultural educators and lack in use of multicultural practices in school settings. (Barry, & Lechner, 1995) These findings do not solidify the programs ineffectiveness, but awakens the need for an all-encompassing approach in educational institutions such as those indicative of Nieto and Bode seventh characteristic of multicultural education, critical pedagogy. From the premise of this theory, Gay (2000) developed and defined culturally responsive teaching as a way of using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students. In later years, her research was further expounded upon offering strategies and techniques for use within teacher education to assist practioners in the field of education in being more critical and self-consciousness of one's own beliefs and behaviors through self-reflection, (Gay & Kirkland, 2003). Research related to intercultural sensitivity, a common practice amongst those in the field of intercultural education; suggest a training process called 'phenomenology of training' is often neglected, meaning facilitators of training sometimes neglect the immediate subjective

experiences of trainees (Bennett, 1989, p. 179). Developing a model of intercultural sensitivity (DMIS), Bennett illustrates six stages which explains how people understand, view or difference cultural experience. See figure 1.

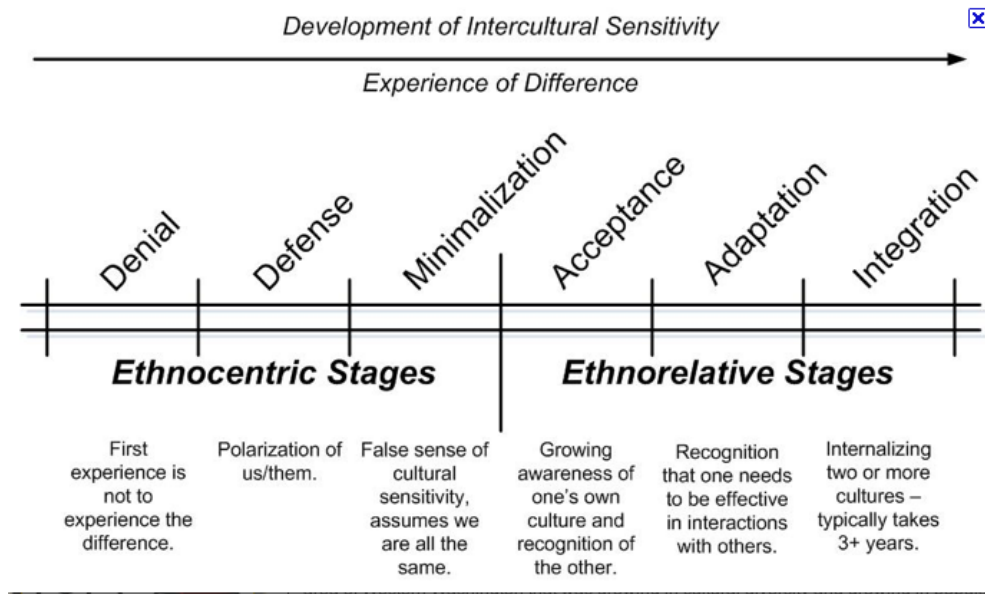


Figure 1

The model assumes that intercultural sensitivity increases as one moves from ethnocentrism, at the left of the continuum to more relative treatment of differences or ethnorelativism, at the right. The concept of intercultural sensitivity however is one of two domains within intercultural education— affective and cognitive. The DMIS model represents the affective domain and is based upon transformative learning practices such as those found within structured study abroad courses and cultural responsive teaching which according to Gay & Kirkland (2003) is a fundamental feature of teacher preparation and classroom practice. (Later extensions of the DMIS model (Bennett, 1989) Part 2: Training Applications of the Model could be applicable to diagnosing professional development course such as WTCS certification #69 course in the evaluation of teacher bias and ethnocentrism to ascertain adaptability of learning.)

The intersection of Intercultural Education and CRT

Successively, the cognitive aspect, or second domain of intercultural education, comprises the knowledge base about the similarities and differences between cultures. This provides insights into curriculum content approaches where multicultural education activities have persisted and are currently engrained in diversity education objectives. Literature specific to intercultural education, resonates sentiments of other researchers in the field who argue that intercultural sensitivity need be confined to the affective aspect of intercultural competence to distinguish it from intercultural awareness (Chen and Starosta as cited in Perry & Southwell, 2011, p. 454), which is exclusive to only an acquisition of knowledge about a culture. This phenomenon closely ties intercultural education with multicultural education in correlation in that the former is a “forward thinking education policy of human rights, gender equality and progressive pedagogy.” (Coulby, 2006, p. 247) While both serve towards the betterment of promoting a more democratic society, to achieve their intended outcomes, they must marginally vary to ultimately benefit the envisioned learner for which the training curriculum is designed.

Ladson-Billings (1992) explains that culturally responsive teachers develop intellectual, social, emotional, and political learning by "using cultural referents to impart knowledge, skills, and attitudes" (p. 382). As professional development programs are multicultural environments where instructors must relate their content to participants of varying backgrounds, a recent course conducted at Edgewood College in Madison, WI for pre-serve and in-serve participants. Authors (Gingsberg & Wlodkowski, 2009) demonstrating that engagement in learning is the visible outcome of motivation, the Motivational Framework for Culturally Responsive Teaching was introduced as a guide to foster participation, learning, and transfer. This framework includes

four motivational conditions that the instructor and the learners collaboratively create or enhance:

Establishing inclusion: Creating a learning atmosphere in which learners and instructors feel respected by and connected to one another

- Developing attitude: Creating a favorable disposition toward the learning experience through personal relevance and choice

- Enhancing meaning: Creating challenging, thoughtful learning experiences that include learners' perspectives and values

- Engendering competence: Creating an understanding that learners are effective in learning something they value

Within this collaboration of instruction self-reflection practices becomes an integral part of broadening an understanding of how intercultural sensitivity is actualized within the field of adult education and intersects with culturally responsive teaching for inclusion in classroom application. According to Ginsberg & Wlodkowski (2009), establishing inclusion where the norms and practices of others are woven together to create a learning environment where learners and instructors feel respected and connected to one another, leading to the dissolution of cultural dissonance in the learner environment. An intentional self-reflection by teachers, specific to which activities to select to promote cooperative learning, opens a candid and authentic self to expose potential teacher bias. The result of this impasse invites and motivates both student and teacher to learn from the other. These conditions are essential for developing intrinsic motivation among all participants in every education as instruction that ignores their norms of behavior and communication provokes resistance. A Critical Responsive Teaching approach which focuses on comprehensive understanding to promote respect, relevance, engagement and

academic success of students is fundamental to equality of education. As teaching practices of educators are enlightened through professional development, attention is now devoted to better understanding existing professional development education requirements following with observations from the field based on Culturally Responsive Teaching reflective practices.

An examination of the WI Technical College Systems Requirement for Diversity

Multicultural education has been said to be a continuous systematic process that broadens and diversify as it develops (Grant, 1977). If it is to continue as the vehicle in which to reconcile the various identities and countries represented on campuses through the promotion of equality, then its goals must be translated into action with successful implementation anchored in competent teachers whose knowledge, skills and attitudes are aligned with pluralism, cultural equity and a globalized perspective. Its aspiration should aim at transformed ideologies and social biases rooted in ethnocentrism that are ingrained in the attitudes and beliefs of teachers who serve as the driving forces behind its effectiveness. The responsibility also lies with the program administrators and program directors that initiate training programs and establish requirements for teachers' trainings and credentials for licensing and certification which validate the proposed skills of teaching professionals. A two phase study by Zanville and Duncan (2001) conducted on teacher certification requirements in 24 states to ascertain cultural competence revealed an increasing number of accredited colleges/universities in teacher education had no such requirement. Further findings conclude that only three states adopted the National Council for Accreditation of Teacher Education (NCATE) 2000 Diversity Standard (Standard 4) which articulates proficiencies that candidates are expected to develop during professional programming (p. 3-7) Wisconsin meets this standard by utilizing generic verbiage encompassed

in its Commitment to Diversity statement which is then to be subsequently carried out in practice through in-service activities, namely Educational Diversity course requirement #69. Certification requirements for professionals under the Wisconsin Technical Colleges System adheres to state requirements formulated as a grassroots teacher education certification program comprised of a state regulated board committee. Review of its course is minimum at best and resume only at the initiation of a full-time staff committee under the school's Center for Excellence in Teaching and Learning at the local level.

The Technical College System Board in Wisconsin (formally VTAE or the State Board of Vocational, Technical and Adult Education) is the coordinating agency for the state Technical College System in the establishment of statewide policies and standards for educational programs and other services provided by the 16 technical college districts . Under this system an estimated 460,000 or approximately one in nine Wisconsin adults are served each year from very diverse backgrounds. (Wisconsin Technical College System website) Wisconsin Technical College System certification, a five year provisional employment requirement for administrators and classroom instructors within higher education institutions, assist educators in addressing the needs of diverse student populations through 80 hours of instruction in a professional development course entitled Educational Diversity.

The Educational Diversity course serves to equip educators with knowledge for an inclusive and effective learning environment by creating an awareness of diversity through the following core competencies:

- Unit A: Institutional Populations and Support Services—an exploration of campus demographics, policies and formal and informal support services;

- Unit B: Individual Perceptions and Behaviors— a self-reflective approach to teacher’s communications with diverse populations and how adverse behaviors affect the campus and classroom learning environments

- Unit C: Developing Guidelines for the Classroom—curricular improvements for managing students and embracing diversity. (Also see Appendix A)

The overall summary of the competencies as taught in the course namely focus upon and promote the following: 1) awareness of diversity on the school campus, 2) self-awareness towards diversity and 3) promotion of diversity awareness in the classroom.

III. OBSERVATIONS FROM THE FIELD

In spring 2011, the author attended the Diversity Education certification course #69 Wednesday sessions which met weekly over the course of 13 weeks from 5:00pm-8:30pm. The cohort sample consisted of a total of 13 ethnically diverse participants in their late thirties to mid-fifties, with half identifying as either European American or Hispanic. In addition, was an African American outlier representing less than .05%. The majority of participants were part-time instructors, comprising an 8:5 female dominant ratio and all participants with less than five years teaching experience.

The content structure of the course comprised three main competency areas: Unit A. Institutional Populations and Support Services, Unit B. Individual Perceptions and Behaviors and Unit C. Developing Guidelines for the Classroom and interrelated subareas. Approximately 4 weeks each were dedicated to these areas respectively. The antecedents of the course would be considered more diversity education rather than diversity training. The difference between these approaches is that a contemporary educational perspective integrates experiential-based forms of learning that include the acquisition of knowledge, awareness, and skills aimed at diversity management competency. Diversity trainings however tend to promote organizational effectiveness and outcomes through the improvement of trainee knowledge, attitudes and behaviors. Although at times during the course there appeared to be efforts incorporating both approaches, the primary focus centered on addressing white privilege, unsurfacing emotional aspects of race and introducing basic terms, concepts, laws and familiarity with campus resources. Such approaches tend to marginalize minority participants and promote organizational compliance rather than transformative learning to improve staff and faculty's effectiveness in serving diverse populations. The combination of both approaches although

considered a best practice within academia has left some participant members disconnected from the content, frustrated, and guarded. The course's rigid outline and lecture format also limit topics not allowing for authentic conversation to occur and participants feeling as if their issues of diversity are unheard. Participants also expressed that their demonstration of final projects had failed to adequately connect the knowledge acquired through the course with relevant issues in their professional environments that would advocate actualization of their becoming a change agent within the educational community. Note the following analysis of participants' surveys covered within the evidence of the problem.

Evidence of the Problem:

- The participants, namely part-time instructors, wanted practical strategies they could use to address current classroom diversity issues but many expressed frustration because the content appeared disconnected from their specific roles or personal perspectives. Mar 29, 2011 Participant
- In post discussions with others participants many seemed to teach different disciplines, but shared similar concerns about diversity that were not given a chance to be expressed. This lead to learning barriers that were not resolved until a student addressed the issue just before the last two sessions. Mar 29, 2011 Participant
- Final projects requiring participants to create Agent-of-Change projects provided no rubric or sample project ideas to assist them to determining successful performance of the task. In addition, limited opportunities were provided within curriculum activities to connect the information learned with personal experiences for personal growth or professional development.

- Throughout the class the facilitators mostly lectured or offered personal examples from their perspective. Participants shared in small groups, but were rarely given opportunities to express personal experiences with the group as a whole. (Personal observation)
- There was also an appeal for “more opportunities to share with other participants [because] many of them didn't know each another's names that well.” Subsequently an April participant illuminated this sentiment expressing, “Getting to know each other’s backgrounds in the early sessions would have been an overall improvement in the class.” Mar 29, and Apr 8, 2011 Participant
- The invisible Knapsack by Peggy McIntosh is a course resource which is used to unmask emotional aspects centered on race, specifically white privilege. For non-white faculty however, participation consensus is that the discussions surrounding this topic were personally irrelevant.
- In surveys some expressed that facilitators did a fantastic job of getting participants together in many ways” but these encounters seemed “superficial” at best. Mar 30, 2011 Participant

The author’s intentions are to offer comprehensive suggestions to enhance the course by providing purposeful strategies that bring a voice to participants’ issues, create collaborations that allow sensitive topics to be addressed and individual experiences shared. (These strategies are to be subsequently modeled allowing instructors to confidently employ them in their respective classrooms.)

Action based on Motivational Framework for Culturally Responsive Teaching

Currently the sessions begins by each person taking 5 minutes to visit with another individual in the room where they are asked to state their name, role with the college, length of

service, and a condition along with feelings associated with their becoming aware of another person's life experience that was significantly different from their own. Thereafter partners are asked to introduce the other person to the group using this information. Research states that for cultures which value modesty, this introductory activity may seem “contrived” and “psychologically invasive.”(Wlodkowski, 2008, p.137) Offered below are two alternatives from the Motivational Framework for Culturally Responsive Teaching to create a more inclusive and authentic social environment.

Motivating through Connectedness

To assist learners in beginning to know each other's names and learned a little about them, conduct introductions in a large group setting. Begin by creating a sheet with grids that contain as many traits as you have students in the class. Traits may be structured as questions e.g. grew up in a city or small town or a match such as likes spicy food. (Facilitators, if possible, can also use student information surveys to gather information before hand to assist in constructing the grid sheets.) Each trait has a space below it with sufficient space to write in a name. Everyone in the class gets a sheet, including the professor. The assignment is to become acquainted with other participants in class by finding a person with a common trait, exchange introductions, and then record their name. The rule is that you can use a person only once to complete your sheet. Activity ends when the first person has completely filled their sheet or a specified time frame expires. This introductory activity not only works well in learning others names quickly but it also helps learners make general connections with others in the class through the inquiry of commonalities.

An Instructional Practice for multidimensional sharing

As adult learners are interested in information relevant to their particular needs a small group discussion which brings participants' personal narratives to their learning experience while connecting learners to the content serves to emphasize the human purpose of what is to be learned and its relationship to the learner's personal lives and contemporary situations. To connect participants' personal experiences with concerns about diversity which they have in their classrooms and on campus, facilitators would divide participants into small groups of three. Each person would 1) introduce him/herself 2) offer one expectation, concern or hope he/she has of the course and 3) voluntarily describe a particular issues surrounding diversity which they have experienced in their role at the college?" The groups then summarize their responses into categories and thereafter report-out to the whole group/class linking the categories to course objectives. Promotive interaction (p.100) is a potential strategy to fit each concern to match a specific objective. The activity not only assist instructors in bringing individual expectations/concerns to the surface but also demonstrates an assessment strategy which can be used by part-time instructors within their respective classrooms. Incorporating the proposed activity on the first day following review of the course objectives is recommended.

Incorporating Meaning through Engagement and Challenges

To enforce inclusion on the second day of class and to begin students thinking about agent of change project ideas, participants would be paired with (or sit next to) another participant with a commonality. In their small groups and in a large group discussion following a video entitled "Are You a Change Agent? Thought-provoking questions are use to assist participants in reflecting upon their own experience to transform it into meaning. Participants are asked to complete the following prompt with their partner: "As a child I always want to be/do...in order to (or to accomplish)..." Following the video, the large groups reflects upon and

discuss ideas of how one might aspire to be a change agent to provoke some thought on personal growth, institutional activities, curriculum infusion, and classroom practice. Prompt: If you believe action based methodologies could help bring about change, what would be your objectives, strategies/activities and methods to measure success (Can also draw upon a current goal or an unfilled personal childhood goal.)

Inspiring Volition and Relevance

To address issues of diversity which may not be directly linked to a specific goal, provide each participant with an opportunity to draft a case study surrounding a diversity issue of significant interest to them. (The intent of this activity is to provide students with a basic frame idea to address a topic of interest to them which may later serve as their final project.) Students share their issues in small groups and use criteria from suggested course readings or evidence from personal research to assist them in classify the topic into a diversity category. Thereafter participants will be required to analyze and then reframe their case study in the context of their researched literature to develop a strategy that addressed their particular diversity related dilemma. (Competence instructional practices are used later on to validate participants' authenticity as a learner.) Participants may work either independently or collaboratively on the project. For presentations, a written diagnosis or analysis may be submitted or some other expressed form is created as a result of the assignment objective to convey to the class.

To accommodate differences, learner contracts will be used to personalize the learning process and provide maximum flexibility for content, pace, process and outcome. Learners will be able to demonstrate what they have learned through the course by setting evaluation criteria for the final project. Each participant will have an opportunity to state their learning goal or objectives choose resources relevant to their topic of interest, strategies and activities for learning

as well as their target date for completion. Learners will also provide evaluation criteria describing exactly how the project should be evaluated to determine how the goal has been accomplished in respect to the course. The facilitator models this process in a collaborative peer-to-peer and student to instructor interaction. The experience of those participants who have utilized learning contracts would have subsequently been identified through the discussion and may be enlisted to aid other learners new to the process. (Competence strategy is discussed later as a follow up and practical strategy for instructors to use in their classrooms.)

Infusing Meaning through Engagement and Challenge

In understanding that “content is only as important as the learner’s interaction with it” (Ginsberg & Wlodkowski, 2009) participants exploration of white privilege is expanded to engage all participants. Reading the article in isolation and initiating discussion without collective engagement is not enough to neither engage nor challenge all perspective audiences. For such a sensitive topic, facilitate a large group discussion using the following guided thought-provoking question: “How relevant/applicable are Peggy McIntosh’s daily effects of white privilege (p. 172-173) to your own life?” Ask participants to solidify comments by providing examples. Such critical thinking prompts allows readers to ascertain unconscious epiphanies as well as explore emotions of empathy, compassion and/or discourse with the context of the topic which can lead to better understanding, fuller awareness of social issues and the possibility of modifying one’s thinking.

As a follow-up to the above practice, participants are challenged to find an article where privilege is conferred in opposition of one’s own skin color or gender to espouse self-regulated processes of resolving inner cognitive conflict. A reflective paper will require participants to find an article in the media about race or gender privilege (preferably in academia) to assist all

individuals in understanding the unconsciousness of skin color or gender privilege. The reflective paper would involve that the following critical questions be addressed: Why did this particular article about race interest you? In what ways can you relate/or not relate to the issue? What are the prevailing advantages/disadvantages of skin color? What do you think leads to the outcome(s) of the prescribed article? From the perspective of the key person/group of interest in the article, what impact do you think the experience had on him/her/them?

Encouraging Competence

As a wrap up to the class which discusses learning contracts, learners will be asked to write a five minute reflection prior to the end of class. With respect to their own learning contracts, the facilitator might ask participants to identify something new and significant that was learned and why it is of interest or value to them. An alternative question to demonstrate the potential usefulness of learning contracts within instructors own classrooms, participants might be asked to reflect on how they might improve their classroom instruction by incorporating learning contracts into the curriculum to assist students in demonstrating their own way(s) of learning. The course facilitator will be sure to note that focused reflection is also another strategy which can be used to gauge the diverse needs of all students.

The current course structure does not allow for students to transition from a citizen perspective to the reality of change agent; nor is a map provided to assist them in getting there. To direct students learning and to foster authenticity and effectiveness, students will be asked to keep a journal that will be periodically shared with the instructor or a peer to track their journey throughout the course. At the onset of class the facilitator will discuss Ginsberg & Wlodkowski's bulleted points found on page 307 in their book *Diversity & Motivation: Culturally Responsive Teaching in College* with participants. Topics and guidelines for journal entries will be a

collaborative effort to set levels of comfort were all students consider active engagement.

Other Instructional Practices

To articulate course criteria and standards requirements which must be met for final projects, a rubric summarizing the following basic characteristics of finished projects will be outlined and provided at the beginning of class:

- Presents a summary of the inspiration for the agent of change concept.
- Describes personal relevance.
- The change project targets a diverse group(s) of learners or a community.
- Project discusses implication for change.
- Project addresses impacts on the diverse group based on sound research.
- Summary/Conclusion incorporates a reflection outlining course content which assisted in implementing the project or the personal impact the project had on them.

In addition, other criteria will be made explicit such as minimum/maximum page limit, format i.e. MLA, APA , and similar stylistic concerns. Two completed sample projects should also be provided where one demonstrates exemplary work for reference purposes.

Suggested Processes for Data Collection Using Triangulation

1. During the first 3-4 sessions, facilitators will observe to ensure the development of inclusion is happening within the learning environment. This will be evident through interactions where participations are addressing one another by name or making other attempts at connections though commonalities which they and all participants are allotted (if they desire) an opportunity to contribute or take part in the discussion.

2. Midway through the course, facilitators will ask participants to self-assess what they believe they are learning (or would still like to learn) about the course content that can be applied to real context. This will be submitted as a journal assignment with feedback that is prompt, specific and constructive in nature.

3. To end the course, facilitators will reassess participant's reaction to the course by organizing a potluck celebration. The last class will be a time where participants express and share anecdotes of their accomplishments, moments of triumphs, revelations and insights about the diverse elements of the course which impacted/changed their personal perspective or professional outlook as a faculty member serving within a diverse college community.

In analyzing this learning experience through the perspective of the facilitator, one discovers encompassed that one must be intentional about instructional design in order to engage all learners. The author specifically uncovered the quintessential importance of feeling connected in a learning environment—through inclusion—to disarm psychosocial barriers which inhibit authentic selves to emerge. Another emerging epiphany was the connection that must be made evident between content and learner. This is to be inspired by the facilitator relative to individual culture rather than predetermined to elicit intrinsic motivation and meaning. This process allows for personal connection between collaboration and authentic learning amongst adult learners. In relation, the essential component within this dynamic relationship is earnest respect where each person is understood relative to their culture and their experiences. Intentional care given to the needs and desires of another and communication fluently encourages students succeed. Each concept of the motivational framework corresponds to one of these areas and when an aspect is overlooked or omitted the motivation to learn, engage or even see the relevance of an activity is compromised.

IV. CONCLUSION AND RECOMMENDATIONS

The Problem with Teacher Education and Proposed Solutions for Change

Although the Educational Diversity course is looked upon by Wisconsin Technical College Systems as supporting the influence of a cultural acceptance and competence within the technical system, the significance of teacher skills and adequacy in navigating and best serving all aspects of the students' population are contextual factors that must not be overlooked and comprehensive in nature. Each aspect of the 69 certification course is essential to providing a well-educated workforce in Western cultures, however its shortcomings are one-dimensional, focused solely on diversity awareness and narrowly focused on an apprehension of understanding towards "citizens" of the community which many international students are disregarded due to their "foreign" status.

The educational diversity approach consequently lacks clarity as how best to address entrenched psychological barriers and sociological fears incumbent in patriotic ideology that obstruct learning for international students. Banks in reference to the 1944 published study, *An American Dilemma*, by Gunnar Myrdal describes such an approach as follows, "While we value diversity and are committed to that idea, the diversity that we [as American citizens, schools and public institutions] value exist within the framework of American democratic values." (Brandt, 1994, p12) A curriculum whose target audience is aimed at occupational not academic instructors and whereby the acculturation of competencies are acquired through initial entrance into education based on obtaining teaching and learning aptitudes through provisional certification courses precipitates discussion not only surrounding how to equip cultural awareness in students but also how best to recognize one's own idiosyncrasies surrounding students and where they originate.

Past practices in history, as noted during the ethnic studies movement, has shown that a Eurocentric perspective unconsciously bias educator's instruction. To bring awareness through the presentation of other cultures as distinctly different from the dominant culture is not enough. Although today's educational settings contain diverse cultures, the majority of educators are monolingual, monoculture and Midwesterners which can be overcome by providing equality driven training for teachers that confronts bias and equips professional educators at all levels with tools to teach from a global perspective. (Pahnos & Butt, 1998) In building upon the existing framework of the Educational Diversity certification requirement, awareness must be actualized through intentional self-reflection. This is necessary so that the varying aspects of awareness be understood and evaluated interdependently to conclude how best one is capable of teaching and y interact within society amongst diverse groups. A lack of reflective practices by educators encompassing cultural and hidden bias, greatly impacts teaching effectiveness and nullifies responses to the changing nature of diversity in classrooms and the commitments of incumbents within an education community devoted to diversity. Subsequently such practices stifle one's objective ability to properly and equally educate and evaluate international student learning. Failure to incorporate reflective practices is also an abandonment of the scope of knowledge and skills intrinsic in personal growth sought by educators through professional development.

The Educational Diversity in-serve professional development which is endorsed by the Wisconsin Technical College Systems and subsequently for which this course is designed for certification, lacks statistical data specific to international students in order to account for the presence of international students on its campuses, who too are part of the "mainstream community that are too educated to support the local economic community" if not permanently,

at least temporary. To better provide services for this special population acknowledgement and attention is needed significant to program curriculum in order to meet Madison College's commitment to diversity which explicitly states: "MATC's response to the changing nature of diversity, which goes beyond categories such as gender, race, and disability, requires a commitment by each member of the MATC Community is to create and sustain a learning environment built on respect for the unique experiences and potential of all. This ensures that MATC is preparing students personally and professional to become active and successful participants in a complex, diverse world." (MATC Board, 1998,p. 12). Irrespective of how educators and school administrators chose to acknowledge the presence of international students as institutions of higher education within the United States they hold a dutiful obligation to fully serve international students who too have an inalienable right to equality of education by equipping teachers/ instructors and faculty with sound practices for authentic implementation. The latent ideologies and negative hidden bias which are inherent within one's individual, societal, political and organization structures are just or even more so, an injustice as was segregation when it results in a lack of effective services for those outside the realm of "mainstream society".

It is also important to note that diversity serves an entirely different rationale than multicultural education. This is a common misconception when infusing the two in academia. Diversity is evocative of inclusion, acceptance, tolerance and/or awareness within varying societal contexts. In this research those social context are central to the Unites States. Multicultural education however, as prescribed by Banks, embodies a framework of cultural competence, social justice, and equality from a globalized perspective. These two ideas, although essential to educating both administrative staff and teachers, carry different goals. In analyzing

the curriculum, it appears the two concepts have been impulsively infused in this course carrying an objective of transforming and enlightening the knowledge base of employed teachers and staff but lacking an authentic basis by which individual perceptions may be transforming not simply enlightened. Diversity and multicultural education irresponsibly incorporated without a broader context in understanding the premise from which these individual concepts are formed undermines the true nature of its vocation and a sought commitment by its community to diversity.

Suggested major goals for in-service (as well as pre-service) educators in multicultural settings benefit from an exclusion of: an awareness of one's own heritage, a comprehensive understanding and appreciation of cultures other than one's own and an ability to function successfully within many cultures. (Baker as cited in Pahnos & Butt, 1992) The desired outcomes of such training within an environment is sustained learning as demonstrated through staff and faculty as not only advocates and agents of social change in their respective environments but as living testaments to its aspired accomplishment. Respected contemporary academic voice for multicultural education scholar Ladson-Billings (2006) in an analysis of anthropology and its role in education demonstrates the disenfranchised dilemma of international students due to teacher's lack of understanding with the concept of culture and how it's psychologically is used as a crutch by uninformed educators whose own poverty of other cultures are the remedy to elucidate certain interactions with "different" students. Pulling from the collected works and her analysis of pre-service and novice teachers' experiences over the years, culture was the deferred catch-all for academic failure (as explained in critical incident no. 1) and a teacher's intrinsic ethnocentric behaviors discussed in critical incident no. 2), and students lack of engagement in curriculum activities (critical incident no. 3). Within these

specific shortcomings of teacher education concerning culture, Ladson-Billings proposed the creation of educational training activities challenging teachers to further examine their cultural perspectives. Suggested implementation involved teacher's interactions with students in non-school settings resulting in their becoming "careful observers of culture, both in the communities in which they will teach and in themselves" (Ladson-Billings, 2006 p#). Another cutting-edge educational strategy which has served to engaged teacher candidates for many years in the process of becoming cultural aware is study abroad experiences. The long and short term excursions with purposeful intent have shown that immersion into environments differing from one's own orientation in values, beliefs and customs can lead to a transformed human being improving empathy and sensitivity to and about others in general. As culture is regularly used as a code word for difference and perhaps deviance in the world of teacher education (Ladson-Billings, 2006) then teacher education in the form of the WTSC #69 requirement for Madison College campus and throughout the Wisconsin Technical College Systems should also provide exploration of cultural perspective to disentangle the often erroneously intertwined ideologies of diversity, bias and culture.

Since the years of *Brown v Board of Education* and the Civil Rights Movement, educators in the United States, specifically in two-year institutions of higher education, have constantly faced the theoretical challenge of how best to desegregate not just curriculums but personal ideologies towards ethnically, culturally, linguistically and globally integrated student populations. As race and ethnic backgrounds are the most diversified characteristics pertaining to international students' education in the U.S., educators must explicitly understand and be able to assess perspectives towards other groups outside the dominant culture. International students, who embark upon learning environments where teachers' universal pride in their ethnic or

Western perspective backgrounds is ingrained in societal superiority, are at risk of being tossed so deeply into the proverbial salad that cultural integrity are lost and opportunities notoriously advertised in the U.S. appear a distant fantasy for visiting foreign students who grapple with assimilative learning environments. Such oversights validate claims of neo-racism, the injustice of being judged or perceived as academically incompetent i.e. unable to adjust, conform to the norm or views that one is unmotivated, lacking in social skills—linguistically or socially—among peers, to keep pace with American standards.

Teacher education is essential. When it comes to international students, a lack of perspective outside Midwesterner points of view must be broadened through lens of a wider scope in order to provide equality of education for all students who seek it. Training programs geared towards equipping educators in serving international students must be provided within a context of cultural sensitivity and nuances about one's own personal beliefs. The training must also encompass ideologies of intercultural competence. At Madison College, persons employed by a district responsible for the delivery of classroom instruction or assisting in the management of one or more programs of a district must obtain instructional certification from the Wisconsin Technical College System Board to demonstrate such competencies. This certification is an effort to insure quality education and is subsequently a requirement for both occupational and academic instructors. The benefits of this research provides inquiry into how to prepare for a more globalized campus through the evaluation and suggested revision of one of the seven core certification requirements surrounding educational diversity. Insight into this course, which is intended to lay the foundation for excellence in teaching and educational leadership within the Wisconsin Technical College System will serve to begin a dialogue about the needs of an overlooked yet growing population of students and assist curriculum designers of the course in

evaluating the true readiness of its campus' workforce and adoption of authentic aptitudes pursuant towards education within intercultural contexts.

In summary, the offered suggestions for inclusion of CRT methodologies to WTCS facilitators in regard to future course improvement, although minimum, challenge educators who desire to teach beyond personal bias lead in-service participants to consider the following questions: Within my own courses where have opportunities been missed to embrace the range of needs, interests and various learning orientations in my classrooms? What can I do to strengthen the integrity of the learning community as a whole where cultural pluralism is inevitable? In examining values embedded within my discipline what may confuse or cause disturbance of other cultures? Am I consciously aware of the nonverbal communication persistent from a multi-cultural and cross-cultural perspective? Do I incorporate creative and effective ways to learn about my students' lives and interests beyond surveys and questioners?

As the premise of being a change agent is emphasized in the course, one must understand that foremost in the ability to change the misconceptions of another ultimately lies at the onset of one's self-examination. The previous questions offered for preponderance, serve as a perspective of reframing personal convictions and rethinking personal teaching philosophy as it relates to cultural diversity and the international student. Diversity training serves to raise awareness of and encourage personal growth regarding unconscious biases towards different ethnic, cultural, gender and sexual orientation groups. Participants should leave the training with a better understanding of multiculturalism and pluralism and their own attitudes and preparedness to foster inclusive workplace environments. The existing certification standard for Diversity which serves to equip all technical college teachers in Wisconsin with the knowledge, disposition and requiring performance skills to serve a diverse population is of the utmost

importance and “the effectiveness of education, multicultural/intercultural or pluralism depends upon the effective preparation of teachers as well as administrative staff.” (Smith, p. 45)

A paramount competency essential in this training as it relates the readiness of staff and faculty conducive to an international student population is its Unit B, individual perceptions and behaviors. After numerous triumphs which far surpass the civil rights movement by way of liberties for underrepresented groups such as African-American, immigrants, women, gays, and people with disabilities, equality of education is still an issue and will remain at the forefront until attitudes and ideologies (or cultural perspectives) surrounding difference is candidly addressed.

In conclusion, forthcoming suggestions avail for an in-service requirement which parallel Ladson-Billings suggestion to give teachers opportunities to interact with students. As this relates to the international student, teachers could be advised to seek opportunities through the Center for International Education, a resource center on campus that coordinates several initiatives including local opportunities to help engage faculty in international issues inside and outside of the classroom. Mentoring an incoming international student for two semesters is one such service offered to enrich intercultural communications amongst faculty and students and strengthen students’ social and academic connections within the campus and local community at large. A similar transformational opportunity recommended for inclusion as part of the Educational Diversity course is the proposal of a cultural immersion project to remove teachers from the comforts of their existing educational environments to participate and/or practice education in a differing context. This experience would provide educators with the opportunity to grow and broaden their cultural perspectives as taught through the exploration in differing communities within those countries. Such opportunities could be offered in conjunction to the

course as an alternative option to the final agent of change project. Facilitators of the Diversity Education course in coordination with the College's Center for International Education could either design or develop faculty-led short-term study education programs as a form of cultural immersion with a required written synopsis in response to the reflective questions identified earlier upon return. Staff and instructor engagement in opportunities abroad would enhance Madison College's commitment to global and cultural perspectives. Such opportunities not only assist learner's in acquiring knowledge about social justice but it also raises critical consciousness's leading participants to grapple with and alter hidden bias or long held viewpoints about others in order to understand and accommodate diverging perspectives.

While U.S. instructors encompass unique intercultural educational needs which are significantly differentiated from foreign students, educators also require a reflective perspective of their personal bias and how it may impact their objectively in teaching. To efficiently serve a forthcoming globalized student population, educators require an understanding of their ethnocentric bias and an assessment of their beliefs, attitudes and apprehensions toward the students whom they teach. This insight is imperative in optimizing education, expanding foreign relations with other countries and minimizing the varied issues of our hosted students which arise in classrooms.

This analysis provides a conceptual framework using culturally responsive teaching methodologies for Wisconsin Technical College System to assist curriculum designers and other educators to begin rethinking, its approaches to diversity competencies. Additional work using descriptive and quasi-experimental designs may be useful to further analyze faculty transfer of knowledge and course outcomes in relation to knowledge, skills, and dispositions. The Report on Cultural Approaches in other States (Duncan & Zanville, 2001) provides comprehensive data

and a structural framework for implementation based on specific and measurable standards, best outcomes and assessment strategies. The College must first implement an intentional structure to identify its international student population on the campuses. Suggestions in the collection of data include acquiring and solidifying a useful definition by which to account for students' presence. Offerings include synchronizing this definition with the Open Doors lexicon to parallel demographics as they change nationally. The existing literature also leads to further additions to the Educational Diversity curriculum to begin discussions to improve teacher facilitation of the course to model to staff effective classroom strategies and techniques to professional staff and vocational instructors who serve as participants of this course. Specific focus should also include the teacher's cognitive perceptions about injustice in classrooms, which may be unconsciously or intentionally overlook and candid discussion about neo-racism amongst ethnic groups. Ultimately as the demographics on two-year campuses change, strategies and practices must be reflective of all students especially to those with whom the opening of doors extends internationally.

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