

4 “Internationalization at Home” in the United States

Enhancing Admissions and Enrollment Practices for Marginalized Students during and after the COVID-19 Pandemic

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Abstract

The COVID-19 pandemic has had a disproportionate negative impact on Black, Brown, Indigenous and low-income communities, further marginalizing already marginalized students and their families. The marginalization has placed these students at a greater disadvantage when applying to college, unless admissions and enrollment practitioners account for these disadvantages in their practices. In this chapter, we discuss college admissions and enrollment issues that directly impact marginalized students, including students of color and students from low-income households, and how the concept of “Internationalization at Home” could be used to build inclusive practices in admissions and enrollment during and after the pandemic. In doing so, we provide examples to illustrate how admissions and enrollment officers can incorporate the concept into their practice.

Keywords:

college admissions, college enrollment, COVID-19 pandemic, inclusivity, Internationalization at Home

Introduction

The admissions and enrollment process in American higher education (HE) is a defining point that determines whether a student can enroll in college and access the benefits that come with a college degree. Critics have argued that these processes reproduce and reinforce social inequalities and inequities by limiting the proportion of marginalized students who can gain college access and improve their social mobility (AACRAO, n.d.; Form Your Future, n.d.). For example, admissions officers at HE institutions (HEIs) tend to focus recruitment efforts in wealthy, often White, high schools. A disproportionate

number of Black and Brown high school students are concentrated in low-income high schools that lack resources, including college preparatory courses, classroom resources, and counseling services (Niu, 2015). Consequently, these students are less equipped for admission tests or to build a strong academic record that will help them in the admissions process (Clayton, 2019). Additionally, some states prohibit affirmative action policies in college admissions (Long & Bateman, 2020). Affirmative action policies would allow admissions officers to consider race and ethnicity and the unequal experiences of Black, Brown, and Indigenous students when admitting students. The COVID-19 pandemic and the consequent disruptions to HEIs' operations have only further complicated the admissions and enrollment process, in part, by wreaking havoc on the lives of students who will subsequently seek admission and enrollment at American HEIs. This reality requires a change in practices so that they are responsive to the realities of these students' lives.

The pandemic has had a disproportionately negative impact on Black, Brown, Indigenous, and low-income communities, further marginalizing already marginalized students and their families (Blanchard et al., 2020). For example, low-income families, who were already living paycheck to paycheck, experienced job losses and greater rates of COVID-19 cases (Rolland, 2020). Youth and college students in these communities lacked access to internet services or electronic devices necessary to access remote learning. Some families with youth in secondary schooling also lacked the resources to make additional beneficial educational arrangements, such as forming small learning communities of approximately three to ten students who learn together outside the classroom or enrolling their children in private schools with smaller student-teacher ratios that allowed schools to remain open during the pandemic (Kuhfeld et al., 2020). These resources greatly improve a student's ability to prepare for college. Thus, the lack of resources placed these marginalized students at a greater disadvantage when applying to and enrolling in college (e.g., inability to take admissions tests or complete classes), unless admissions and enrollment officers account for these disadvantages in their practices.

We argue that the concept of Internationalization at Home can help improve admissions and enrollment practices during and after the pandemic in service of marginalized student populations. No universal definition of the concept exists (Robson et al., 2018). However, we draw on core themes across prior definitions, which we describe below, and define the concept as follows:

Internationalization at Home are the processes and practices that HEI agents can adopt across all institutional levels to be sensitive and responsive to the assets and the needs of international and marginalized students on campus.

Generally, Internationalization at Home can inform practices to account for the needs of marginalized students and thereby enhance inclusion and diversity on campus. The literature has extensively examined how the concept of Internationalization at Home can transform academic contexts and

experiences. A smaller body of work has examined how Internationalization at Home can be applied to co-curricular contexts in the United States (Brown et al., 2016). We contribute to this growing body of work by examining how Internationalization at Home can apply to admissions and enrollment practices in American HE.

We begin with a discussion of the unique challenges and barriers marginalized students face in seeking admissions and enrollment during the pandemic. Next, we conceptualize Internationalization at Home. We conclude with a discussion on how practitioners can use the concept to inform their admissions and enrollment practices to enhance inclusion.

Challenges and Barriers to Admissions and Enrollment in the COVID-19 Era

The COVID-19 pandemic and its deleterious effects have negatively affected already marginalized students and their families (Abedi et al., 2020; CDC, 2020), consequently, leaving some of them ill-prepared for college admissions. Marginalized communities have seen higher rates of significant illness and death related to COVID-19. Often living in areas where school districts lack resources, marginalized secondary education students were more likely than the non-marginalized to be enrolled in schools that lacked the resources to provide them the necessary support during the pandemic. The lack of support has a direct impact on students’ college readiness and likelihood of gaining admission.

The pandemic has also disrupted the procedures involved in the admissions process and the operations at HEIs. For example, there have been significant disruptions to admissions testing, both domestically and globally due to COVID-19:

spring and summer tests were canceled, seats are and will continue to be limited as testing sites are allowed to open, discussions about alternative formats for test administration accelerated, students have limited access to guidance on test taking, and test preparation is delivered in alternative formats.... It is also well-established that from an access and equity perspective, limited testing and retesting capacity will disparately affect students who are underrepresented, low-income, first-generation, or live in densely populated areas.

Moreover, fewer students completed the Free Application for Federal Student Aid (FAFSA), which directly impacts the amount of federal and state aid distributed to many low-income incoming students, and necessary for their college attendance (Form Your Future, n.d.). As of December 4, 2020, there was a -14% change in the number of completed FAFSA applications, nationally, when compared to the 2019–2020 academic year (Form Your Future, n.d.). The percent decrease at Title I eligible (i.e., low income) high schools (-17.2%) and high minority serving high schools (-19.5%) was greater than at Title I ineligible (-11.6%) and low minority-serving high schools

(−9.7%; Form Your Future, n.d.). Additionally, travel and gathering bans associated with COVID-19 interrupted or impeded campus gatherings such as tours, admissions events, and other valuable in-person practices that admissions officers use (Smalley, 2020).

The pandemic has also caused significant disruptions to the personal and academic pursuits of marginalized students enrolled in HE, and has caused considerable concerns for higher education leaders regarding enrollment during and after COVID-19 (Turk et al., 2020). The pandemic has exacerbated the pre-existing mental health concerns and stressors for marginalized students (Active Minds, 2020), impacting their experiences while enrolled in college. The COVID-19-related campus closures have also limited opportunities for marginalized students to live and work on campus, which can limit their access to affordable housing, healthcare, and food (Brown, 2020; Malee et al., 2020). These limitations can lead to disruptions in the students' educational trajectories toward graduation.

Conceptualizing Internationalization at Home

In this section, we begin with a discussion of the multiple conceptualizations of Internationalization at Home. Next, we present a definition of Internationalization at Home for admissions and enrollment practices in the United States. We conclude this section with a discussion on why adopting the concept in admissions and enrollment practices would be useful to enhance the inclusion of international and marginalized students.

Multiple Conceptualizations of Internationalization at Home

Internationalization at Home has evolved into multiple conceptualizations. A group of European scholars who saw a growing need to address the internationalization of HE in an increasingly global society developed the concept in 2000 (Crowther et al., 2000). Proponents of internationalization in HE defined internationalization as: “The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 11). In introducing the concept of Internationalization at Home, Crowther et al. (2000) provided a series of guiding questions for professionals interested in incorporating the concept in their practice:

- How much international vision do the people who finance, govern and manage the institution have, and how could this be improved, if necessary?
- How can one best internationalise the student body? Is one in a position to recruit internationally?
- How can one internationalise the curriculum and teaching methods?
- How can one promote the institution, its services and its graduates to an international community? (p. 39–40)

While these questions applied to three types of stakeholders which Crowther et al. (2000) deemed central to the implementation of Internationalization at Home (i.e., educational managers, academic, and administrative staff), the authors did not provide direct recommendations for the administrative staff. Those employees would be responsible for incorporating Internationalization at Home in the student admissions and enrollment processes. Nonetheless, Internationalization at Home has the capacity to be implemented in admissions and enrollment practices. The conceptualizations center institutional efforts to honor the cultures of international and marginalized students and to incorporate them into the university’s campus culture. These efforts are similar to those of scholars who seek to enhance inclusion and support for marginalized students in the United States (Beelen & Jones, 2015; Crowther et al., 2000; Knight, 2003, 2004; Teekens, 2013).

Since its origin, several scholars have adapted the concept to fit different contexts. In 2013, Haneke Teekens, one of the scholars who originated the term, described Internationalization at Home as being “about inclusion, diversity and reciprocity in international education” (p. 1). Two years later, Beelen and Jones (2015) defined Internationalization at Home as the “purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (p. 76). Other scholars, such as Knight (2003), have adopted an expanded conceptualization of Internationalization at Home, defining the concept as “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education’ (Knight, 2003, p. 2). Knight (2004) also adapted the concept more specifically to include activities and programs on campus, stating that Internationalization at Home featured the “creation of a culture or climate on campus that promotes and supports international/intercultural understanding and focuses on campus-based activities” (Knight, 2004, p. 20).

Internationalization at Home in Admissions and Enrollment in the United States

While no single definition of the concept exists, the conceptualizations in the preceding section share certain themes in common. They have an orientation toward inclusion of international and oft-marginalized students, their cultures, and their assets and also encourage practitioners to center and remain responsive to the needs of international and marginalized students. Finally, the conceptualizations of Internationalization at Home include an acknowledgment that practitioners have the autonomy to adopt inclusive practices at all institutional levels at HEIs. Drawing on these core themes, we define Internationalization at Home as follows:

Internationalization at Home are the processes and practices that HEI agents can adopt across all institutional levels to be sensitive and responsive to the assets and the needs of international and marginalized students on campus.

For purposes of our discussion, the HEI agents on whom we focus are admissions and enrollment officers at American HEIs. Accordingly, our discussion centers around their processes and practices, such as recruiting practices in the United States and internationally, training of employees on cultural sensitivity, and preparing recruitment materials for diverse student populations. Integrating Internationalization at Home at American HEIs requires modifications that account for the unique culture and context in the United States (de Wit, 2002). Thus, we define international students as those enrolled in post-secondary education in the United States and who intend to stay in the US temporarily. We do not adopt a purely legal definition of international student, because the definition is too narrow and lacks nuance. Under the legal definition, American HEIs categorize students who lack permanent residency or citizenship, including undocumented students, as international, even though these students consider the United States their home and do not intend on leaving the country. Finally, we recognize that different student populations experience marginalization in HE around the world. Given our focus on the US context, by “marginalized students” we mean students who have experienced systemic marginalization in the United States generally and in American HE specifically, including Black, Brown, and Indigenous students and low-income students.

Enhancing Inclusivity of International and Marginalized Students

Why should admissions and enrollment practitioners at US HEIs adopt Internationalization at Home in their practices? Internationalization at Home has been effective in other contexts around the world and would be useful in the admissions and enrollment process in the United States, because it has the potential to increase the inclusivity of international and marginalized students. The concept has previously been used successfully to combat a rise in fascism and nationalism (Robson et al., 2018) and enhance inclusion for marginalized students via the curriculum and administrative processes (Kauffman, 2019). These are issues relevant to the US context. The Trump era saw a rise in nationalism, fascism, and xenophobia (Friedman, 2018), which were heightened during the pandemic (e.g., Mani, 2020; Ruiz et al., 2020; Serhan & McLaughlin, 2020).

Additionally, inclusion of marginalized students has been a topic of debate and the focus of many efforts in HE for decades, especially as the populations pursuing a college degree have increasingly become more diverse across racial, ethnic, gender, and national origin markers (Taylor & Cantwell, 2018). Given these trends, admissions and enrollment officers would benefit from learning about Internationalization at Home and incorporating the core themes of the concept into their practices. DeLaquil (2019) noted that Internationalization at Home has the capacity to enhance “inclusive internationalization, that is, global learning for all” (p. 3). Internationalization at Home is a fitting

supplement to a common institutional goal in US HE: the development of global citizens (Horey et al., 2018; Lilley et al., 2017).

As well, scholars have championed for the internationalization of the curriculum (Leask, 2015). For example, many faculty and administrators have embraced the concept of “Internationalization of the Curriculum,” which is “the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study” (Leask & Bridge, 2013, p. 81). Internationalization at Home builds on these prior efforts.

Integrating Internationalization at Home in Admissions and Enrollment Practices at American HEIs

Given that admissions and enrollment officers have publicly declared their desire to enhance inclusion in their practices, integrating elements of Internationalization at Home into their processes could advance their goals and stymie the costs of COVID-19 experienced by international and marginalized communities. Before COVID-19, college admissions and enrollment organizations acknowledged the need to address inequities and enhance support for marginalized populations (AACRAO, n.d.; NACAC, 2016). The American Association of College Registrars and Admissions Officers (AACRAO), and the National Association for College Admissions Counseling (NACAC) included calls to action in support of marginalized students in their published strategic plans (NACAC, 2016), organizational values, and standards of professional practice (AACRAO, n.d.). In December 2020, the AACRAO updated their mission, vision, and goals, centering their support for a globally diverse community in their mission statement (AACRAO, 2020). Internationalization at Home has the potential to address their concerns, address the inequities and enhance the support for marginalized students.

We agree with Stuber’s (2019) assertion that “colleges and universities are not neutral institutions but ones whose cultures, policies, and procedures systematically advantage some students and disadvantage others,” (p. 1). Accordingly, institutions have the autonomy and responsibility to adjust their policies and practices to support their students, including international and marginalized populations, during and after the COVID-19 crisis. Below, we provide concrete examples of how practitioners working in admissions and enrollment can integrate Internationalization at Home. Scholars have recommended that Internationalization at Home should be integrated at all levels of the institutions, including “the overarching philosophy, mission, and curricula” of HEIs, and within the co-curricular “realms [which] builds strongly on students services and student associations” (Robson et al., 2018, p. 29). Accordingly, our examples range across different institutional levels; for example, the integration of Internationalization at Home in admissions and enrollment practices may reinforce the mission and philosophy of the HEI (Table 4.1).

Table 4.1 Examples of How to Integrate Internationalization at Home in Practice during and after the Pandemic

Barriers in admissions and enrollment (e.g.)	Tactic/Value/Potential for Integrating Internalization at Home
Lack of access to required standardized admissions tests	Reflect on undergraduate or graduate admissions requirements for standardized tests and consider making test scores optional in admissions.
Inaccessible campus visits (expectation or benefit of tours; on-campus orientation for students and parents)	Adapt current practices to account for students who are unable to physically visit campus or who cannot attend a satellite recruitment event. Work with external organizations and campus partners to develop recruitment videos, apps, and other remotely accessible information portals.
Hidden curriculum that is inaccessible to first-generation college students and other marginalized groups (immigrants, Black students, Brown students, Indigenous students)	Work with other student affairs professionals to identify what elements of the hidden curriculum exist in their office or practices which could be a barrier for these students. Internally, develop resources that can help students navigate these invisible barriers. Externally, work with campus partners to increase transparency for students.
English-only informational materials	Conduct annual assessments of the community to learn which languages students and their support networks use, and maintain a centralized, multilingual resource (or relationship with a transcription service) so information is readily accessible to students and their support networks.
Dependence upon federal or state financial aid supports for waiving test fees or issuing scholarships	Develop an institutional scholarship or a partnership with a local organization that could help supplement financial resources for low-income students.
Mental health concerns	Account for the unique challenges of marginalized students in admissions and enrollment practices and work with campus mental health resources to provide culturally competent counseling. Advertise these resources widely, across campus and effectively during recruitment events.
Low FAFSA Completion rates	Partner with high school counselors to provide informational sessions to students and their families regarding the function of the FAFSA application and how they can fill it out. Provide these sessions in multiple languages, as is possible. This could be addressed by national organizations of admissions and enrollment officers, regardless of institutional affiliation.

Creating change in practices will require resources, including time and money. Well-resourced HEIs may find fewer obstacles to integrating Internationalization at Home than would HEIs with less resources. Institutional decision-makers can support Internationalization at Home in the admissions and enrollment process by allocating resources to train and support admissions and enrollment officers. Given its successful application in different contexts, allocating resources support offices as they incorporate the concept promises to be an investment that will help serve the needs of marginalized students (Kauffman, 2019; Robson et al., 2018). Even when HEIs are not able to allocate much in resources, admissions and enrollment officers can still adopt Internationalization at Home in their practices by being sensitive, attentive to the needs of students and modifying their current practices accordingly.

In conclusion, with its rich potential to positively influence all levels of an institution in service of marginalized students, Internationalization at Home can help practitioners adopt practices that are responsive to the needs of these students during and after the pandemic. Scholars who have advocated for the internationalization of HE have argued that Internationalization at Home aligns with HE’s societal responsibility during crises and “with civil and human rights, social justice, and human dignity” (DeLaquil, 2019, p. 6). These ideals align with the goals of the work that practitioners in HE admissions and enrollment perform.

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Bios

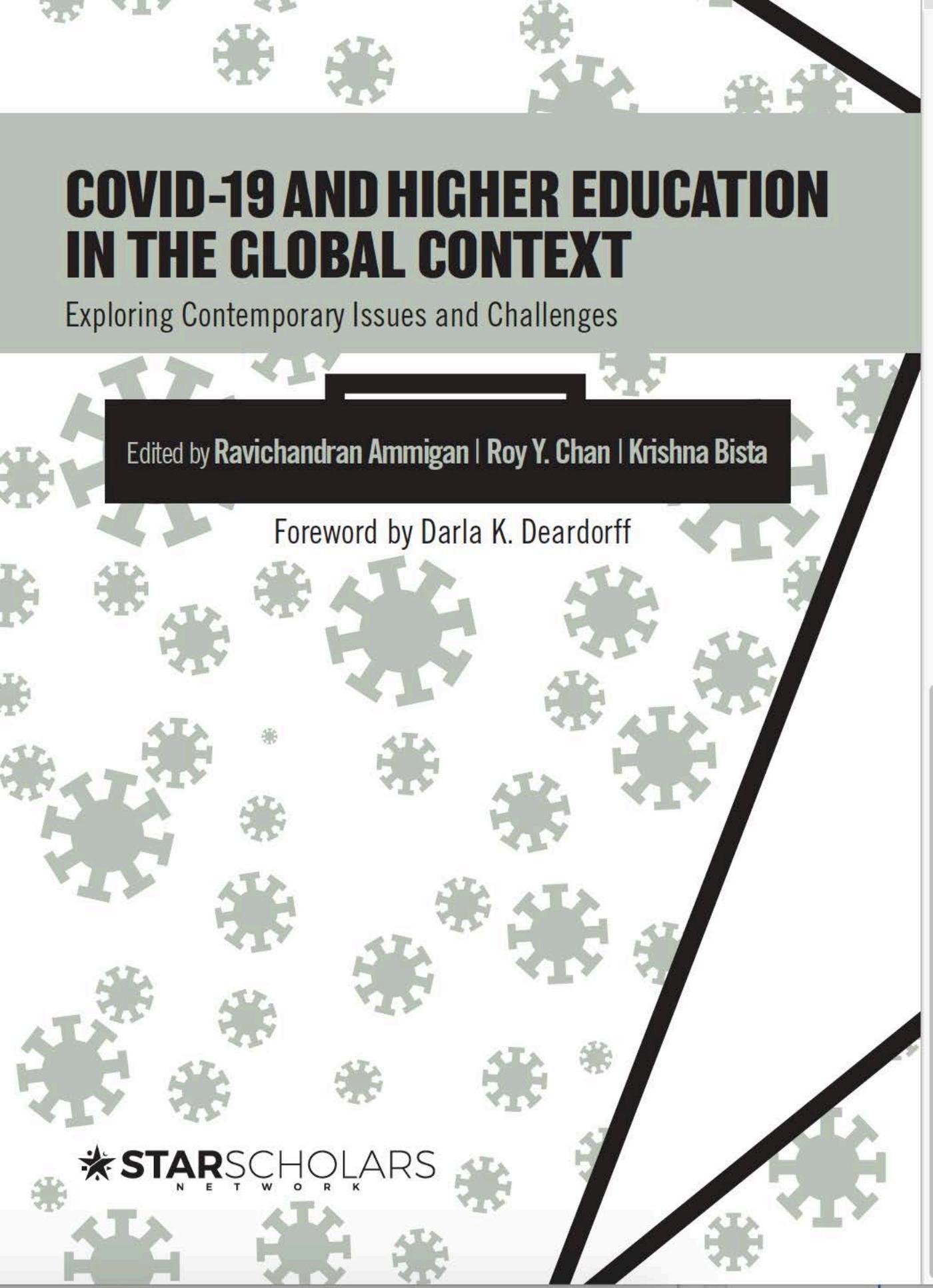
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COVID-19 AND HIGHER EDUCATION IN THE GLOBAL CONTEXT

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This thought-provoking book captures contemporary changes to higher education at the micro and macro level post-2020. Stakeholders across the sector will benefit from reading the research-driven chapters that are stimulating and insightful. The book interrogates and challenges ways in which internationalization and global mobility can be re-imagined.

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This book shows a more intensive and multi-faceted response by the higher education community to the pandemic that one might have expected. Attention is paid notably to sustain international life on campus.

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This volume is a welcome addition to the literature on international Higher Education produced during the COVID-19 era. With a sensitively chosen array of topics, it shows new thinking around internationalisation, which is encouraging for all, and is exactly what is needed.

—Amanda C. Murphy, Professor and Director,
Centre for Higher Education Internationalisation,
Università Cattolica del Sacro Cuore, Italy

With the COVID-19 pandemic seeing no end in sight and its effects on international higher education for students around the world yet unknown, the importance of this timely book cannot be overstated. At a time when we are

literally awash in countless editorials prognosticating on *possible* implications of this health catastrophe, it is refreshing to get a carefully collected series of essays that step back, take a deep breath, and bring us back to the fundamental questions we need to be asking at this most dangerous time for humanity.

—Bernhard Streitwieser, IEP Program
Director & Associate Professor of International
Education & International Affairs,
George Washington University, USA

This is a valuable addition to higher education for understanding the complexities that COVID-19 introduced into the academic landscape. This volume explores valuable topics and issues such as employability, research and mentoring, innovative teaching and learning, and emerging opportunities during the pandemic.

—Jane E. Gatewood, Vice Provost for Global
Engagement, University of Rochester, USA

This timely book is much needed for practitioners, scholars, and policy makers who are grappling with the challenges created by the pandemic. The book is comprehensive given the depth and breath of topics. The human centric approach is refreshing.

—Fanta Aw, Vice President of Campus Life &
Inclusive Excellence, American University, USA

COVID-19 and Higher Education in the Global Context: Exploring Contemporary Issues and Challenges

COVID-19 and Higher Education in the Global Context: Exploring Contemporary Issues and Challenges addresses the lasting impact of the novel coronavirus (COVID-19) in the higher education sector and offers insights that inform policy and practice. Framed in a global context, this timely book captures a wide variety of topics, including student mobility, global partnerships and collaboration, student health and wellbeing, enrollment management, employability, and graduate education. It is designed to serve as a resource for scholar-practitioners, policymakers, and university administrators as they reimagine their work of comparative and international higher education in times of crisis. The collection of chapters assembled in this volume calls for a critical reflection on the opportunities and challenges that have emerged as a result of the global pandemic, and provides as a basis for how tertiary education systems around the world can learn from past experiences and shared viewpoints as institutions recalibrate operations, innovate programs, and manage change on their respective campuses.

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COVID-19 and Higher Education in the Global Context

Exploring Contemporary Issues and
Challenges

**Edited by
Ravichandran Ammigan,
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**In memory of those who lost their lives during the
COVID-19 pandemic worldwide**

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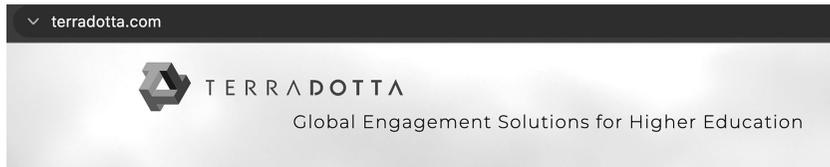
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Foreword

Darla K. Deardorff

The COVID-19 pandemic has represented a unifying challenge globally, providing a defining era in human existence as the pandemic upended life as we know it. *COVID-19 and Higher Education in the Global Context: Exploring Contemporary Issues and Challenges*, edited by Ammigan, Chan, and Bista, delves into the pandemic's impact on higher education around the world. Such an exploration empowers “educators, administrators, practitioners, policy makers, and families” with ideas and guidance that not only can be applied in the current context but also in the post-COVID future.

As the world emerges from the COVID pandemic, it is good to remember the signs of hope that have been there all along from the small gestures of kindness to the heroic efforts of those on the frontlines, from strangers lifting their voices together in song across balconies as the pandemic began with the later Jerusalema dance challenge that swept around the world, even as the pandemic was raging. This pandemic has shown us that we are all truly interconnected, for better or for worse. Desmond Tutu reminds us that we are all in this together and that our humanity is bound up together. We are members of one human family, and when some members are hurting, we all are hurt. He goes on to say, “For us to engage in the practices that will ensure that we all prosper, we must come to know that each of us is linked in the chain of our common humanity.”

As we move into the light of a new day, there is radical hope in truly embracing our shared humanity. Let's seek to see ourselves in others. Let's seek to see the whole picture through discovering others' perspectives beyond our own. Let's seek to see the invisible among us and to remember the power of being seen and heard. As we do so, we can reflect on some of the following questions:

- What do I know about my neighbors?
- Do I make an effort to learn more?
- What are others' perspectives and can I articulate those?
- What are the connections I see in others to my own experiences?
- How much do I really listen for understanding and seek first to understand?

Higher education provides opportunities for students to explore these and other questions, as universities seek to educate global citizens. As we have come to understand more poignantly over the last year that we are indeed part of one global community, we need to remember that education is more than employment or even graduating global citizens—in the end, it is about how we come together as neighbors both locally and globally, to build a better future together. We can make choices every day that help make the world better for all. As Tutu noted, “When we step into our neighborhoods, we can engage in the practices of good neighborliness or we can choose not to. The quality of life on our planet now and in the future will be determined by the small daily choices that we make as much as by the big decisions in the corridors of power.” As we move forward into a post-pandemic era, we must remember that actions matter and what we do impacts others. What daily actions will we take to support the most vulnerable among us? To improve the quality of life for others? How will we uphold justice and dignity for all in the human family? In the end, how will we be good neighbors to each other?

Let us commit to taking action to address the racial injustices and inequities faced by our neighbors. Let us commit to being a good neighbor, as we live in authentic solidarity with each other, aspiring to be compassionate, generous, and kind, knowing that we can find our greatest joy in showing love to all and that in doing so, we are embracing the oneness of our humanity.

Bio

Darla K. Deardorff is the Executive Director of the Association of International Education Administrators, a national professional organization based in Durham, North Carolina, USA. She is also a research scholar with the Social Science Research Institute at Duke University, where she has been an adjunct faculty member in the Program in Education and a faculty affiliate with International/Comparative Studies. In addition, she is an Adjunct Professor at North Carolina State University, a Visiting Research Professor at Nelson Mandela University in South Africa, and at Meiji University Research Institute of International Education (RIIE) in Japan as well as visiting faculty at Shanghai International Studies University (SISU) in China. Dr. Deardorff has served on faculty of Harvard University’s Future of Learning Institute as well as Harvard University’s Global Education Think Tank, in addition to being on faculty at the Summer Institute of Intercultural Communication in Portland, Oregon. She has also been an affiliated faculty at the University of North Carolina—Chapel Hill, and Leeds Beckett University (formerly Leeds Metropolitan) in the United Kingdom and taught at Thammasat University in Bangkok, Thailand. She receives numerous invitations from around the world (in over 30 countries including in Europe, Latin America, Africa, Australia, and Asia) to speak on her research and work on intercultural competence and international education assessment, and is a noted expert on these topics, being named a Senior Fulbright Specialist (to South Africa and to Japan).

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