

## **A PAST OF PROMINENCE, A FUTURE OF CRITICAL DISTINCTION:**

### **International Education in the College of Education and Human Development at the University of Minnesota**

#### **EXECUTIVE SUMMARY**

International presence is the essential characteristic of the world class land grant university. In 2004, the University of Minnesota ranked 12<sup>th</sup> among 85 research universities in its accomplishments in internationalization (Hendel, Horn & Fry, 2004). The College of Education and Human Development is one of the academic units of the university which has greatly contributed to this achievement.

#### **Highlights of International Features in CEHD**

##### **CEHD International Students**

- In 2004, the CEHD had 343 international students representing 8.5% of the total number of students.
- The number of international students doubled from 1999 (169) to 2004 (343).
- The largest enrollment of international students in the academic year 2004-05 was in Curriculum and Instruction (31.7%), followed by Educational Policy and Administration (27.9%) and Educational Psychology (19.1%).
- The majority of international students come from East Asia, such as the Republic of Korea, Taiwan and Japan.
- Sixty percent of the CEHD international students are female.

##### **CEHD Study and Internship**

- CEHD students have had internship opportunities with the following international organizations:
  - UNICEF
  - Academy for Educational Development
  - Summer Institute for Intercultural Communication
  - UNESCO Office for Asia and the Pacific
- Teaching internship opportunities in Thailand have been proposed by Dr. F. Finley.

##### **CEHD faculty with multicultural background**

- In 2004-2005, 14 of CEHD's tenure-track and tenured faculty (approximately 12%) were born outside of the United States. They are from Singapore, China, the United Kingdom, Canada, the Netherlands, Nepal, Germany, and South Africa.

## **CEHD External Funds for International Research**

- From 2000-2005, the CEHD faculty received funding for faculty exchanges with Ukraine/Poland, the Kyrgyz Republic, Azerbaijan, Hong Kong, and Thailand from the State Department. These funds have enabled approximately 40 faculty members to engage in overseas projects.

## **Faculty's scholarly excellence in global academy**

- Arthur Harkins (EdPA) presented on the support of creativity, innovation, and Mode III knowledge, Pacific Circle Conference, Sydney, Australia, 2005.
- Gerry Fry (EdPA) presented on "Alternative Perspectives on Education and Entrepreneurship in the Asia-Pacific Region" at the 49th annual Comparative and International Education Society (CIES) conference, 2005.
- Carla Tabourne (KIN) gave a keynote address at the New Services in Taiwan for People with Disabilities conference, November 30, 2005.

## **Remarkable presence in international conferences**

- The U of MN delegation (8 faculty and students) ranked the second largest presence among U.S. universities at the Congress of World Comparative Education Societies in Havana, Cuba in October, 2004.
- Thirty faculty and students participated in the Comparative and International Education Society at Stanford University in March 2005.
- Six faculty and students participated in the International Conference on Thai Studies in DeKalb, IL, November 2005.

## **CEHD Distinguished international alumni**

- Dr. Ismael Abu-Saad (Ph.D., 1989, EdPA) was the first Israeli-Bedouin person to complete a doctorate degree.
- Dr. Somwung Pitiyanuwat (Ph.D., 1976, EdPsy) works on educational reforms in Thailand as the director of the Thai Office of Educational Standards and Quality Assessment in Thailand under Prime Minister Thaksin Shinawatra.
- Dr. Wichit Srisa-an (Ph.D., YEAR, EdPA) was appointed Minister of Education in Thailand.



Dr. Abu-Saad receiving the University's Outstanding Achievement Award from President Bruninks

## **I. INTRODUCTION**

International presence is an essential characteristic for the world class land grant university. In 2004, Darwin Hendel, Aaron Horn, and Gerald Fry in EdPA undertook a study to assess the degree of achievement of internationalization at the major research universities in the U.S. Their study was based on 19 empirical indicators weighted by experts in international education around the country. According to this study, the University of Minnesota ranked 12<sup>th</sup> among 85 research universities assessed, above such institutions as Michigan, Duke, and Princeton.

The College of Education and Human Development is one of the academic units of the university which have greatly contributed to this achievement. The International Education Committee serves both advisory and advocacy roles in the promotion of international and intercultural education within the College, mainly in three domains: (1) curriculum integration; (2) promotion and support of international education; and (3) international partnerships and exchanges.

This report highlights achievements which the College has made in the advancement of its international feature. It also outlines the Committee's recommendations to enhance its international presence in education.

## **II. RATIONALE FOR INTERNATIONALIZING THE COLLEGE**

The enhancement of international perspectives is an important part of the College's Strategic Plan 2003-2010. It articulates the goals and action steps for internationalization of the College as follows:

- 9.3 Enhance international perspective in the College work through
- (a) Continued recruitment of international students (aiming to equal current levels of enrollment);
  - (b) Continued support of international visitors and faculty exchanges and travel;
  - (c) Continued support for international research, development and consulting by faculty and staff; and
  - (d) New opportunities for undergraduate travel abroad.

Internationalization of the University of Minnesota and the CEHD is increasingly demanded to meet the dynamic demographic changes in New Minnesota. Since the late 1970s, Minnesota has attracted a new wave of international immigrants, including refugees from Vietnam, countries in Eastern Europe and Africa, those who were hired in high tech industries as well as meat, poultry and food processing industries. A notable trend of immigrant populations in Minnesota observed between 1990 and 2000 is the rapid increase in Latino and Somali populations. Another important trend today is the on-going resettlement of more than 5,000 Hmong persons from the Wat Tham Krabok camp in Thailand which started in summer 2004. In the milieu of these dynamic

population changes, the CEHD plays an important role in accommodating diversity in its programs and promoting international and intercultural education.

### III. INTERNATIONAL CHARACTER OF CEHD

#### 1. International Students

In the fall of 2004, the College had 343 international students, representing 8.5% of the total number of students (see Table 1). Between 1999 and 2003, the number of international students increased steadily although the rate of increase was getting smaller over the time. The slowed rate of increase and the slight decrease in international students in 2004 are presumably due to the federal visa regulations and restricted availability of financial support at the University of Minnesota. The majority of the international students enrolled in the College during the 2004-2005 academic year come from East Asia, including the Republic of Korea, Japan, Taiwan and the People's Republic of China, followed by other nations such as Canada, India, Saudi Arabia, Thailand, and Kenya (see Table 2). The largest enrollment of international students in the academic year 2004-05 was in Curriculum and Instruction (31.7%), followed by Educational Policy and Administration (27.9%) and Educational Psychology (19.1%) (see Figure 1). Sixty-eight percent of the international students are female.

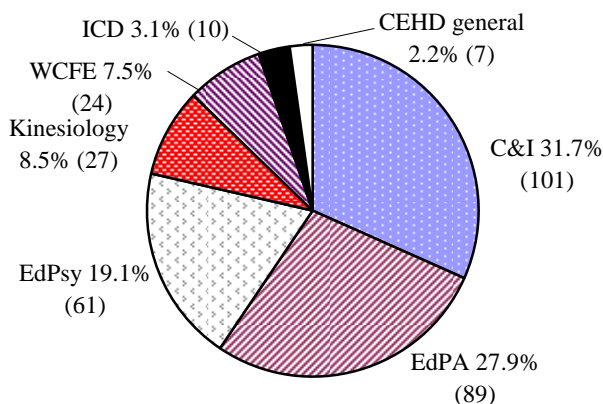
**Table 1: Number of International Students in CEHD (1999-2004)**

Year	Number of International Students	Percent Increase
1999	169	
2000	246	45.6
2001	287	16.7
2002	336	17.1
2003	350	4.2
2004	343	-.02

**Table 2: International Students by Region 2004-2005**

Region	Number of students
Africa	21
	19
Asia-Pacific	14
	180
	16
	14
Europe	14
	22
Latin America	24
Canada	19

**Figure 1: International Students by Department (2004-2005)**



## 2. International focused programs

### (1) *Comparative and International Development Education (CIDE) program*

The Comparative and International Development Education (CIDE) program offers students with opportunities to study education's role in economic, political, and sociocultural development, international education exchange, as well as the internationalization of education. With two new faculty appointments, the program now has nine faculty members. It clearly has the potential for being the nation's best program in this area.

This program attracts both international and U.S. American students. The following accounts suggest that the CIDE program provides exceptional opportunities to U.S.-American students to learn multicultural perspectives and pursue international research activities.

*... I feel that my graduate education in the CIDE program has considerably broadened and deepened my understanding of various dimensions of the international education field. - Matthew Lawson Goode, M.A.*

*... I am most impressed with the focus of the program highlighted by the work of faculty such as Dr. Paige and Dr. Fry who incorporate an intercultural element into issues faced by administrators in international programs. - Joe Hoff, Ph.D.*

*... I love the interdisciplinary aspect of the CIDE program that allows students to combine the intercultural elements of their own work experience with international development and thus provide sustainability for improving people's lives the world over. - Anne D'Angelo-King, Ph.D. student*

In addition to the CIDE faculty, there are also faculty members in the Higher Education Program in Educational Policy and Administration with strong international interests. There are also many U.S. students with international interests in other College programs such as Human Resource Development, Kinesiology, and others.

## ***(2) Graduate Minor in International Education***

The graduate minor program in international education prepares graduate and professional students in all academic disciplines to effectively work or teach abroad or work in the U.S. in an international context. Since the International Education Committee strengthened its promotion of the graduate minor in international education in Fall 2004, the number of registered graduate minor students increased dramatically.

## **3. International career, study abroad, and internships of CEHD individuals**

Many students who gained international expertise in the University of Minnesota curriculum seek their careers in international fields. In 2002, fifty-five University of Minnesota alumni worked abroad as Peace Corps volunteers. Because of the CEHD faculty's active support for internship opportunities, students have had internships with organizations such as UNICEF, the Academy for Educational Development, the Summer Institute for Intercultural Communication, and the UNESCO Office for Asia and the Pacific. Dr. Finley (C & I) has started a new program to enable teacher education students to have exciting teaching internships in Thailand related to a major initiative of the Crown Princess.

## **4. Faculty members from other nations**

In 2004-2005, 14 of the tenure-track and tenured faculty were born outside of the United States (roughly 12%). They are from Singapore, China, the United Kingdom, Canada, the Netherlands, Nepal, Germany, and South Africa.

## **5. Faculty grants for international research and activities**

CEHD faculty have been active in seeking external funding in support of international activities. From 2000-2005, faculty in CEHD have won highly competitive State Department funding for faculty exchanges with Ukraine/Poland, the Kyrgyz Republic, Azerbaijan, Hong Kong, and Thailand. These projects have enabled approximately 40 faculty members to spend time overseas. This number of faculty awards would be difficult to match in any other American university. In addition to these collective grants, numerous faculty have won awards such as Fulbright grants to support their individual research activities. The Board of Regents of the University of Minnesota recently approved the Saudi/Aramco project initiated by the WCFE faculty.

## **6. Fulbright scholars**

During the 2001 – 2002 academic year, six faculty members went abroad as Fulbright scholars. The University of Minnesota hosted 13 Fulbright visiting scholars from outside the United States. It also hosted 7 student Fulbright fellows.

## **7. Faculty international consulting**

The following are examples of international consulting done by CEHD faculty:

**David Chapman (EdPA)**

- Senior adviser to the UNESCO regional study of secondary education in Asia, Feb. 17-19, 2005, Bangkok, Thailand.
- Education management specialist, to assist the Ministry of Higher Education in Oman to develop a 15-year strategic plan for higher education, 2004, Oman
- Editorial Advisory Board, *Comparative Education Review*, 2003
- Editorial Board, *Eurasian Journal of Educational Research*, 2003

**J. Romano (EdPsy)**

- External examiner for the graduate program in counseling at the University of Malaya, Kuala Lumpur, Malaysia, 2005-2008
- Development of a new Faculty of Psychology at Chulalongkorn University, Thailand
- Research and explorations related to the establishment of sustainable counseling services for victims of the tragic tsunami of December 2004, 2005

**R. M. Paige (EdPA)**

- Institute for the International education for the Students – Intercultural Research Consultant (2002)
- AFS-USA - Intercultural Research Consultant (2001 to present)
- University of Southern California - University of the Pacific – FIPSE advisory board member and external intercultural education consultant (2000-03)
- Intercultural Communication Institute –Faculty member for ICI’s summer institute for intercultural communication (1986- present)

## **8. Faculty international research publications**

Numerous faculty members have published in the international area. Attachment I provides examples of such research.

## **9. Involvement in internationally oriented associations and organizations**

The College’s faculty and students are actively involved in a number of scholarly organizations with an international and/or intercultural focus. Among these organizations are the International Academy for Intercultural Research, SIETAR—USA and overseas SIETAR country organizations, NAFSA: Association of International Educators, the Comparative and International Education Society, and the Committee for International Education and Exchange, the International Conference of Thai Studies, and others. At the Congress of World Comparative Education Societies hosted in Havana, Cuba, in October, 2004, there were eight Minnesota participants, giving us a rank of number two among U.S. universities in attendance. At the annual conference of the Comparative and International Education Society at Stanford, the University or CIDE, etc. had 30 participants! At the recent International Conference on Thai Studies had six participants. Faculty members of WCFE are actively involved in the International Association of Rural Sociologists.

## **10. International alumni success and awards**

A number of prominent international alumni of the College have contributed to improve their society through education around the world. The following alumni received the Distinguished International Alumni Award from the CEHD, the Distinguished Leadership Award for Internationals from the Office of International Programs and/or the University Outstanding Achievement Award.

***Distinguished International Alumni Award (CEHD)***

2005	Frosso Motti-Stefanidi	Greece
2003	Tong-In Wongsothorn	Thailand
2002	Huann-Shyang Lin	Taiwan
2001	Abdulaziz Kamal	Qatar
	Yong-lin Moon	Korea
2000	Sam Hwan Joo	Korea
	Elizabeth Vukeh Tmajong	Cameroon
1999	Noriko Hiraki	Japan
1998	Fouzia Saeed	Pakistan
1997	Somwung Pitiyanuwat	Thailand

***Distinguished Leadership Award for Internationals (Office of International Programs)***

2004	Shigeo Tajima	Japan
2003	Myrza Karimov	Kygrz Republic

***University Outstanding Achievement Award***

2004	Ismael Abu-Saad	Israel- Bedouin
	Somwung Pitiyanuwat	Thailand
1986	Wichit Srisa-an	Thailand

***Updates of the CEHD Alumni***

**Dr. Ismael Abu-Saad (Ph.D., 1989, EdPA)**

Dr. Abu-Saad received the University's Outstanding Achievement Award in 2004. He was the first Israeli-Bedouin person to complete a doctorate degree. As a professor of education at Ben-Gurion University, Dr. Abu-Saad has made valuable contributions to help fellow Bedouins, particularly women, pursue higher education.

**Dr. Ahmad A. Ajarimah (Ed.D., 1998, EdPA)**

Dr. Ajarimah currently coordinates training and education programs for the Training & Career Development Policy and Planning for Saudi Aramco in Saudi Arabia and many other countries. As a person of a humble Bedouin family in Jordan, Dr. Ajarimah makes incredible contributions to bridging the Bedouin and Saudi societies through his human resource development work.

**Dr. Geraldene Hodelin (Ph.D., '99, WCFE)**

Dr. Hodelin is currently the Dean of the Faculty of Education and Liberal Studies at the University of Technology, Jamaica. She has made remarkable contribution in technical and vocational teacher education as well as family and community education.

**Dr. Sam Hwan Joo (Ph.D., 1981, EdPA)**

Dr. Joo, a professor and chair of educational administration at Chungnam National University in Taejon, Korea, was awarded the college's Distinguished International Alumni Award in 2000 for his distinctive achievement in his scholarship and leadership in educational administration in Korea. He became the president of the Korean Society for the Study of Educational Administration.



Dr. Joo pictured with his wife, Mija Boo Ji, and Professor Gary McLean. (Source: *The Link*, Spring 2000, Vol. 16, No. 2)

**Dr. Abdulaziz Kamal (Ph.D., 1984, EdPsy)**

Dr. Kamal's professional career has included teaching in the Department of Educational Psychology and Mental Hygiene at the University of Qatar, where he also has served as director of the Educational Research Center and is editor of the Center's journal. He was appointed by the Emir of Qatar to the Gulf States Advisory Committee.

**Dr. Myrza Karimov (M.A., 1997, EdPA).**

Dr. Karimov received the Distinguished Leadership Award for Internationals from the Office of International Programs in 2003. After returning to the Kyrgyz Republic, he became the Vice President for International Affairs of the Kyrgyz State Pedagogical University. Currently, he is a program officer with USAID responsible for educational programming in Central Asia.



Dr. Myrza Karimov  
(Source: OIP website)

**Dr. Yong-Lin Moon (Ph.D. 1987, EdPsy)**

Dr. Moon's professional career has included teaching at King Sejong University and Seoul National University, and serving as head researcher at the Korea Educational Development Institute. Beyond the university setting, he has served Korea as Minister of Education, as well as on the Presidential Planning and Educational Commission. Moon's scholarly activities have included the translation of several books about moral development, as well as several research reports and publications on educational policy.

**Dr. Frosso Motti-Stefanidi (Ph.D., 1986, ICD)**

Dr. Motti-Stefanidi was awarded the college's Distinguished International Alumni Award in 2005. She teaches child psychology at the University of Athens. She is extremely influential in curriculum, practice, policy and research on developmental psychology in Greece and across Europe.

**Dr. Somwung Pitayanuwat (Ph.D., 1976, EdPsy)**

Dr. Somwung received the CEHD's first Distinguished International Alumni Award in 1997. In 2004, he received the University's Outstanding Achievement Award for his distinctive achievement in contributing to current educational reform efforts in Thailand. Currently, Dr. Somwung is a director of the Office of Educational Standards and Quality Assessment reporting directly to the prime minister. He is also the dean emeritus of the faculty of education at Chulalongkorn University.



Dr. Somwung Pitayanuwat presenting at the International Pizza and Talks in November 2004 (Photo: International Education Committee)

**Dr. Wichit Srisa-an (Ph.D. 1967, EdPA)**

Dr. Wichit has led Thai educators and highest-ranking civil servants as the Permanent Secretary to the Thailand Ministry of University Affairs. He was a member of the Council of the United Nations University. Dr. Wichit was the Founding Rector of Suranaree University of Technology (SUT) and the first president of the Association of Universities of Asia and the Pacific (AUAP).

**Dr. Shigeo Tajima (M.S., 1955, Agricultural Education)**

Dr. Shigeo Tajima is the professor emeritus at Obihiro University of Agriculture and Veterinary Medicine. After graduating from the U of M, Dr. Tajima returned to Japan as a professor at Obihiro University and earned his Ph.D. in agriculture from Hokkaido University. In 1968, he was named director of the Division of Agricultural Education and Science at the UNESCO headquarters in Paris. In 2004, Dr. Tajima received the Distinguished Leadership Award for Internationals for his long-term dedication and influence on agricultural education and rural development in Japan and around the world.

**Dr. Elizabeth Vukhe Tamajong (Ph.D., 1985, EdPA)**

Dr. Tamajong is currently the director of the National Centre for Education, Ministry of Scientific Research and Innovation in Cameroon. She received the college’s Distinguished International Alumni Award in 2000. She was presented the award for her active and visible leadership in promotion of women’s rights and improved health conditions through education.

**Dr. Anna Vitaskova (Ph.D., 2004, EdPA)**

Dr. Vitaskova, a recent graduate of the CIDE program, is the Vice President of the New Anglo American College and the Deputy Director of the Division of Social Stratification, Institute of Social Sciences, Academy of Sciences in Czech Republic. She was invited to the International Pizza & Talks to present on “Competitiveness and Innovation Potential: A Comparative Study of the Effectiveness of Czech Universities”.



Dr. Tong-In Wongsathorn  
(Source: *The Link*, Vol. 19, No. 3, Summer 2003)

**Dr. Tong-In Wongsathorn (Ph.D., 1974, EdPA)**

Dr. Tong-In is the former president of Sukhothai Thammathirat Open University (STOU), Thailand. He received the College’s Distinguished International Alumni Award, 2003-2004. He has advocated the development of distance education for higher education in the greater Mekong Subregion.

**Dr. Achara Wongsathorn (Ph.D., 1975, C & I)**

Dr. Achara is currently the Director of the English Language Development Center, Ministry of Education, Thailand. She was the seventh director of the Chulalongkorn University Language Institute. She was also the editor of the PASAA Journal and the president of Thailand’s TESOL. She recently published a book titled, *Development of Amplified Objective Tests Measuring Maximal Ability and Typical Performance in English*, from Chulalongkorn University Language Institute.



Dr. Achara Wongsathorn (Source: Chulalongkorn University’s website)

**11. Bush Curriculum Integration Project and Special Study Ab**

An increasing number of the University of Minnesota students are seeking opportunities abroad to gain study abroad experiences. In 2002-03, about 1,150 Twin Cities undergraduate students (21% of graduating seniors) studied abroad, both in short-term and long-term programs. That number has now increased impressively to 1,617 (Fall 2004). To meet the University’s goal to have 50% of all undergraduates study abroad, the College has been asked to help in assisting with this initiative through the Maximizing Study Abroad innovation.

Today, the University of Minnesota is a leading institution in study abroad curriculum integration in the United States. As a result of a Bush Foundation Grant Project, the Learning Abroad Center has been working with faculty of EdPA to develop an innovative course, Maximizing Study Abroad programs.

## IV. CONCLUSION

The international feature of the CEHD, including strengths, challenges, and opportunities are summarized as follows:

### Strengths

- Individual faculty actively involved in international work
- Diversity of faculty
- Interdisciplinary perspectives
- Depth and variety of international projects
- Graduate minor in international education
- Strong international alumni community
- Numerous visiting scholars exchanges
- Faculty expertise in overseas technical assistance
- Collaborative partnerships with overseas institutions

### Challenges

- Weak infrastructure to support international work among faculty
- Weak support for visiting scholar programs
- Small-scale operation of the International Education Committee for the significance of its missions

### Opportunities

- Global demand for alternative forms of higher education such as on-line universities
- Demand for innovative international and intercultural education approaches from the New Minnesota
- Expand networking among international alumni

## V. RECOMMENDATIONS

- **Promoting faculty and student exchange programs**  
Innovative programs such as the International Visiting Scholars Program proposed by Dr. F. Finley will promote faculty and student exchanges. This program aims to provide opportunities for research and teaching experiences to faculty members of non-U.S. institutions who seek overseas academic experiences. The CEHD and the University community will benefit from this initiative financially, academically and professionally both for the short-term and long-term.
- **Building infrastructure for international exchange**

College support is essential to build the infrastructure for international exchange, such as expanded travel grant programs, links with University infrastructure for internationalization, and assistance for faculty to generate new international programs and to maintain the existing international programs. This support will allow for more substantial internationalization efforts. For example, a standing budget from the College for hosting international visitors will dramatically increase the quantity and quality of international research and exchanges.

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Chulalongkorn University's website available at <http://chula.ac.th/>

**ATTACHMENT I**  
**Examples of Internationally-Related Research Publications**

**W. Bart**

Elbedour, S., Bart, W., & Hektner, J. (2003). Intelligence and family marital structure: The case of adolescents from monogamous and polygamous families among Bedouin Arabs in Israel. *The Journal of Social Psychology*, 143(1), 95-110.

**K. Bartlett**

Bartlett, K. R., & Kang, D. S. (2004). Training in organizational commitment in response to industry and organizational change in New Zealand and the United States. *Human Resource Development International*, 7(4), 423-440.

Bartlett, K. R., & Rodgers, J. (2004). Human resource development as national policy in the Pacific Islands. *Advances in Developing Human Resources*, 6(3), 307-314.

**David Chapman**

Chapman, D.W. (2005, in press). *The Sectoral Dimensions of Corruptions: Education*, chapter 3 in B. Spector (Ed.), *Fighting Corruption in Developing Countries*, Kumarian Press.

Moore, A. & Chapman, D.W. (in press). *Dilemmas in the Delivery of Development Assistance*, *International Journal of Educational Development*.

Chapman, D.W. & Mahlck L.O. (Eds.) (2004). *Adapting technology for school improvement: A global perspective*. Paris: UNESCO, International Institute for Educational Planning.

Chapman, D.W. & Austin, A.E. (Eds.) (2002). *Higher Education in the Developing World*, Westport, Conn: Greenwood Publishers.

**J. Cogan**

Cogan, J.J., Morris, P., & Print, M. (2002). *Civic education in the Asia-Pacific region: Case studies across six societies*. New York: Routledge/Falmer.

Cogan, J. J. and Morris, P. (Eds.) (2001). The development of civic values in six Pacific Rim societies. Special Issue of the *International Journal of Educational Research*, 35 (1) pp. 1-123.

Cogan, J.J. & Derricott (Eds.) (1998). *Citizenship for the 21<sup>st</sup> century: An international perspective*. London: Kogan Paul.

**G. Fry**

*Interdisciplinary perspectives on Thailand and its neighbors: Selected works of Professor Gerald W. Fry*, Institute of Asian Studies, Chulalongkorn University, Thailand (in press).

G. Fry, Buddhism, cultural democracy, and multicultural education in Farideh, S. & Hoosain, R. (Eds). *Religion in multicultural education*. Greenwich, CT: Information Age Publishing (in press).

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*The encyclopedia of modern Asia* (2002). (Great Barrington, MA: Berkshire Reference Works and New York: C. Scribner's) (editor with David Levinson, et al.), six volumes, 2002.

Pham L. H. & G. Fry (2002). The emergence of private higher education in Vietnam: Challenges and opportunities, *Educational Research for Policy and Practice* 1, 27-41.

G. Fry (2002, June). Intercultural interactions among the Thai and Lao: Critical issues of identity and language, *Tai Culture: International Review on Tai Cultural Studies* 7, 1, 26-48.

G. Fry & Manynooch N. F. (2001). "Laos," in *The Southeast Asia Handbook*, pp. 145-156 P. Heenan & M. Lamontagne (Eds). London: Fitzroy Dearborn Publishers, 2001.

### **M. Goh**

Goh, M. (2005). Cultural competence and master therapists: An inextricable relationship. *Journal of Mental Health Counseling*, 27, 71-81.

Goh, M., Dunnigan, T., & McGraw Schuchman, K. (2004). Bias in counseling Hmong clients with limited English proficiency. In J.L. Chin (ed.) *The psychology of prejudice and discrimination volume 2: Ethnicity and multiracial identity* (pp. 109-136). Westport, CT: Praeger.

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Goh, M. & Lee, J. (2003). Career counseling centers in higher education: A study of cross-cultural applications from the United States to Korea. *Asia Pacific Education Review*, 4(1), 84-96.

### **A. Harkins**

Harkins, A, Vitaskova, A., and Mollberg, L.B. (2005). "Strategies for Innovation in Tertiary Education: Producing Mode III Knowledge & Personal Capital." *On The Horizon*, Spring 2005.

Harkins, A. & Vysoka, A. (2005). Knowledge based innovation in tertiary education: Contexts, missions and capital production. 4-EASST Paris Conference on Knowledge and Innovation, August 2004. *Theory of Science*, Spring 2005.

### **D. Lewis**

Lewis, D. R., Hendel, D. & Demyanchuk, A. (2003). *Private higher education in transition countries*. Kiev, Ukraine: KM Academia Publishing House. Reprinted in Azeri and Russian at Azerbaijan International University.

### **G. McLean**

McLean, G. N., Osman-Gani, A. A., & Cho, E. S. (Eds.). (2004). *Human resource development as national policy*. Advances in Developing Human Resources.

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### **R. M. Paige**

Paige, R. M. (2004). Instrumentation in intercultural training in D. Landis, J.M. Bennett, & M.J. Bennett (Eds). *Handbook of intercultural training* (pp. 85-128). Thousand Oaks, Ca.: Sage Publications, 3<sup>rd</sup> ed.

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