

# *The U. S. Internationalized Talent Training Model*

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**Abstract:** This paper analyzes the development of internationalized talents cultivation in the United States since the 20th century, and then discussed the "Bring-in" strategy and "Going-out" strategy. This paper also focused on the Internationalized talent training for native American students.

## **1. Development of the U.S. Internationalized Talent Training in the 20th Century**

The American education system, before World War II, lacked non-Western common language courses and lack of research on non-Western cultures, which directly led to the lack of a large number of international talents in the U.S. military who understood the languages, customs and cultures of other countries and regions during World War II. In response to the needs of the times, the US government has opened foreign language and regional culture courses in some universities. After World War II, the United States hoped to exert greater influence on the international community by spreading American values. Congressman Fulbright proposed to use the war reparations and overseas materials obtained by the United States in the two world wars for cultural and educational exchanges, which would help the international community to accept the United States and lay the foundation for the United States to participate in international affairs. The Fulbright Act promulgated in 1946 played a huge role in the introduction and cultivation of international talents in the United States. [1]

The news that the Soviet Union successfully launched the first artificial satellite "Sputnik" In October 1957, triggered the American government and the public to reflect on American education. In August 1958, the National Defense Education Act passed by the US Congress raised education to the level of safeguarding national security, and the training of internationalized talents has received unprecedented attention. Title II of the National Defense Education Act offers the provision of student loans to those with outstanding talents in the study of science, mathematics, engineering, or modern foreign languages; Title III provides for enhanced teaching in natural sciences, mathematics, modern foreign languages, and other important subjects, and als give financial assistance; Part VI puts forward two requirements for the development of foreign language teaching, that is, to cultivate foreign language talents urgently needed by the federal government, industry, commerce and education, and to develop foreign languages that are not currently opened in American schools and universities. The federal government allocated \$280 million to support state universities to

improve teaching facilities and improve foreign language teaching, and \$28 million to fund foreign language teaching in high schools, and to fund plans to open foreign language courses in elementary schools; the federal government allocated \$800 a year to improve language teaching, regional center scholarships and research work; an annual grant of 7.25 million US dollars to open training courses to train foreign language teachers in primary and secondary schools; and also grants for studies and other disciplines necessary for understanding language and foreign language teaching related sciences, such as history, politics, economics, literature, sociology and human beings.

In the 1980s, the development trend of internationalization became increasingly clear, and international education became a new factor in American international education policy. The "Higher Education Law" and the "Mixed Law on Trade and Competitiveness" promulgated during this period emphasized the International Business Education Center project and strengthened the internationalization of business education.

On April 19, 2000, Clinton promulgated the "Executive Memorandum on International Education", looking at the internationalization of higher education from an unprecedented strategic height, proposing that the United States must ensure that its citizens have a broad view of the world, master foreign language tools and have knowledge of foreign cultures, American citizens must continue to attract and educate future leaders from abroad, encourage students from other countries to study in the United States, promote American students to study in the United States while preparing for a globalized environment, support exchanges among teachers, scholars, and citizens at all levels of society, strengthen U.S. institutions to develop international partnerships, and more.

After the "911" incident, a strategic turning point occurred in the cultivation of internationalized talents in the United States. Strict dynamic monitoring was carried out on American personnel abroad, and a strict review was carried out on the whereabouts and conditions of foreign students and scholars. The internationalization of higher education in the United States was greatly affected. The act was called "the loss of America's collective intelligence." Since then, various voices in the United States have called for changing the visa system and promoting the exchange of international intellectuals.

In 2008, the U.S. House of Representatives and the Senate passed the "American Competitiveness Through International Openness Now Act of 2008", emphasizing the ability to attract Scientific researchers, exchange visitors, and business travel to the United States to further enhance the national security of the United States. In June 2009, US President Barack Obama pointed out in his speech in Cairo that exchange programs must be expanded and scholarships must be increased. Educational exchanges play a key role in bringing the people of the world together. As the visa process improved, the number of international students began to pick up.

## **2. The flow of internationalized talents in the United States**

### **2.1. "Bring-in" Strategy**

#### **2.1.1 Status of the U. S. Accepting Foreign Students**

With its strong economic strength and educational and scientific research resources, the United States has always attracted students from all over the world to study in the United States. As can be seen from Figure 1 and Figure 2, in addition to being affected by the "911" incident when the number of international students studying in the United States showed a downward trend from 2001 to 2006, and the number of foreign students accepted by the United States showed an overall upward trend. By 2015, the total number had reached 974,926 people, accounting for 4.8% of the total number of people in higher education in the United States.

The attraction of foreign students in the United States brings huge economic benefits to the United States on the one hand, and makes the United States a "reaper" that attracts and retains outstanding talents from other countries. The influx of foreign students has brought a heterogeneous, culturally diverse, and ethnically diverse humanistic and academic ecological environment to American colleges and universities. Such an academic community has a dynamic and mutually necessary atmosphere that not only enables American universities to prosper, but also enables generations of inquiring minds to be inspired and grown into backbone and pillars in their respective societies. Outstanding foreign graduates carry a wealth of knowledge of natural sciences and social sciences, and their role in enhancing the innovation capability of American society should not be underestimated.

The United States attracts global research talents with generous scholarships, provide them with rigorous knowledge and method training, and then use immigration policies to intercept these high-level talents for their use, and turn them into a new force of American scientific research, scientific and technological achievements transformation, enterprise, business and public management.

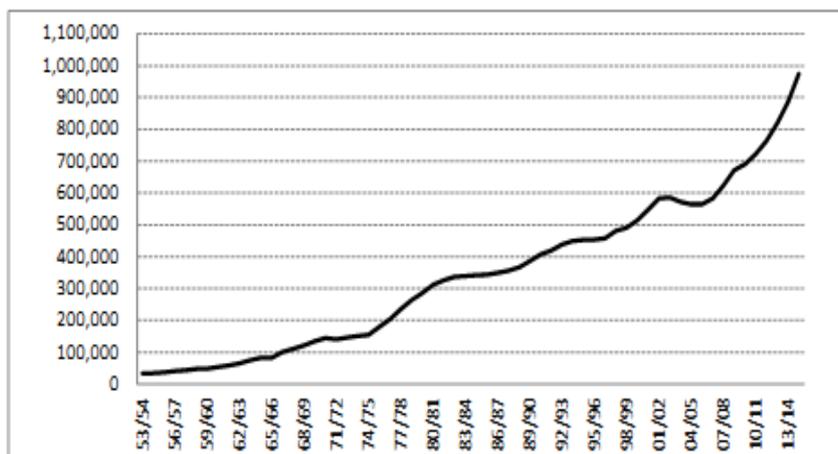


Figure 1: Number of students from other countries during 1953/54-2014/15

	Total int'l students	% change	U.S. higher education total*	% int'l
2003/04	572,509	-2.4	16,911,000	3.4
2004/05	565,039	-1.3	17,272,000	3.3
2005/06	564,766	-0.1	17,487,000	3.2
2006/07	582,984	3.2	17,672,000	3.3
2007/08	623,805	7.0	18,248,000	3.4
2008/09	671,616	7.7	19,103,000	3.5
2009/10	690,923	2.9	20,428,000	3.4
2010/11	723,277	4.7	20,550,000	3.5
2011/12	764,495	5.7	20,625,000	3.7
2012/13	819,644	7.2	21,253,000	3.9
2013/14	886,052	8.1	21,216,000	4.2
2014/15	974,926	10.0	20,300,000	4.8

\*Data from the National Center of Education Statistics

Figure 2: Ratio of international students in American higher education during 2003/04-2014/15 [2]

### 2.1.2 The Situation of Visiting Scholars in the United States

The United States attracts scholars from various countries to conduct academic exchanges and provides research funds through different forms such as government, funds, and school exchanges.

During 2014/15, the United States hosted 124,861 scholars from around the world. The Fulbright program well-known in promoting exchanges between college teachers and scholars currently

sponsors more than 1,000 foreign scholars from 155 countries to visit the United States every year. From 1946 to 2014, through various Fulbright sub-projects, about 90,000 scholars from all over the world were funded to participate in academic activities in the United States.[3] So far, 24 scholars who have been or are serving as heads of state and 11 Nobel Prize winners have visited the United States through the Fulbright program.

Teachers and scholars from all over the world gather on American university campuses, forming a unique academic atmosphere. Foreign scholars explore objective truth in the United States, promote the growth of new disciplines, overcome major scientific, technological and social problems, and continue to achieve new achievements. The progress of the American University has kept the vitality of American universities forever, and it has also attracted outstanding students from all over the world.



Figure 3: International Scholars in the United States, 2000/01-2020/21 [4]

## 2.2. "Going-out" Strategy

### 2.2.1 Sending the U.S. Students Abroad

The U.S. government and the public, whether for political or academic purposes, are in favor of sending students abroad to study. However, due to the support of state funds, and because the United States is ahead of other countries in economic and educational aspects, the proportion of students studying in other countries' higher education system is relatively low, which has caused many American youths to be closed and ignorant of the outside world.

In November 2003, the American Association of International Educators wrote in its research report "Securing America's Future: Global Education in a Global Age": "We are in another Sputnik moment, where our ignorance to the outside world is exactly the same as the ignorance of the 911 Event. Terrorists suddenly attacked us that harsh morning because we closed our eyes and ears to the outside world around us, unable to hear or understand what the enemy was saying. We must turn this around. The way to do it is to prepare young people to understand and deal with today's world issues." [5]

Subsequently, the government encouraged more and more American students to study abroad through bills and scholarships. In 2013/14, a total of 304,467 students were dispatched, an increase of more than 100,000 compared with 2003/04, which is three times the year 1993/94. Due to the homology of culture and language, the destinations for American students to study abroad are mainly in Europe. Now, the student exchange program in the United States is guided by the national strategic plan. According to the information released by the National Security Education Project of the United States, there are a total of 6 regions (Africa, Asia, Central and Eastern Europe, Eurasia,

Latin America and the Middle East) and 87 countries in the world that are considered to be the future solutions for the United States to solve national security issues. focus area. It is necessary to understand the politics, economy, culture and geography of these regions, and the languages prevalent in the regions are key languages. Therefore, the study destination of American students has also changed.

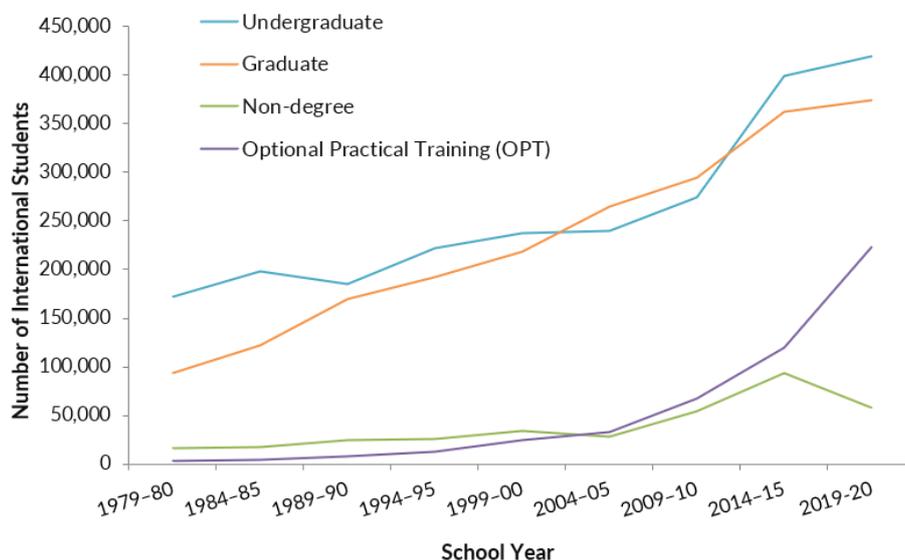


Figure 4: Numbers and Percentage of Full Time Postsecondary Students Participating in Study-Abroad Programs [6]

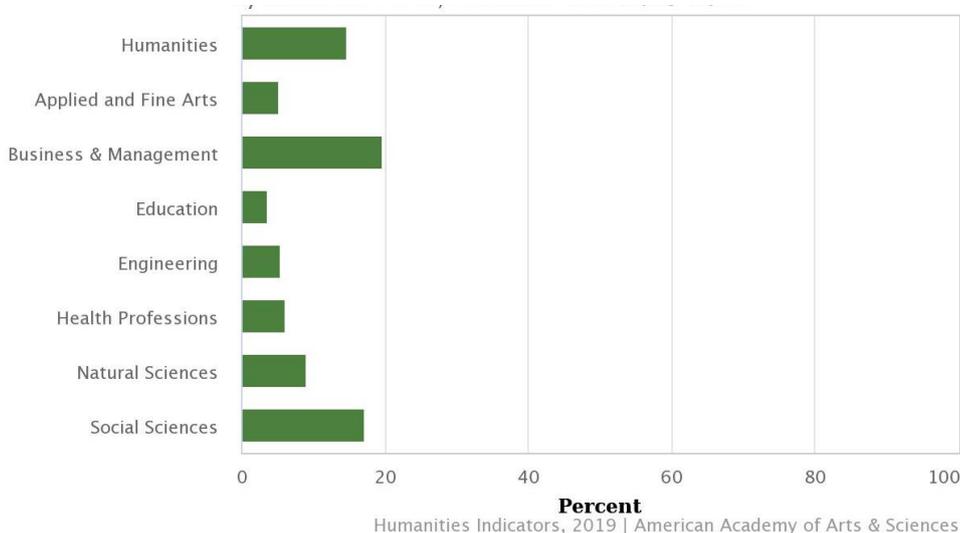


Figure 5: U.S. Postsecondary Students Participating in Study-Abroad Programs by Academic Field, SY 2019-20 [7]

### 2.2.2 Sending the U.S. Scholars Abroad

As early as the 19th century, American scholars went to Europe to study and learned the advanced European experience in running schools. These scholars returned to the United States, or founded well-known universities or served as university presidents, affecting the development of American higher education and promoting American higher education to rank among the top in the

world.[8,9] In the 20th century, the U.S. government sent scholars abroad to give lectures and exchanges based on political goals, in order to spread American ideology.[10] But no matter what the motives of the U.S. government are, the various measures it has taken have objectively broadened the international vision of teachers in American colleges and universities, enriched their cross-cultural awareness, and played an important role in the implementation of international courses and transnational research and cooperation in American colleges and universities. [11,12]

In 2013/14, the Fulbright program sent more than 1,000 American scholars to more than 120 countries in Europe, Africa, Asia-Pacific, South Asia, East Asia and the Mediterranean Sea, North and South America. Between 1946 and 2014, a total of 72,921 scholars were dispatched. [13]

To cultivate international talents with the qualities of "global citizens", teachers must have an international vision, the ability to participate in international exchanges, and an inclusive mind.[14] The internationalization of teachers is the core of cultivating international talents. Therefore, some universities in the United States strengthen international management by formulating international strategic plans. For example, Yale University's development orientation is to complete the "transition to a global university". In order to formulate an internationalization plan for the whole school and each college, in 2004, Yale conducted extensive consultations with the backbone teachers of the whole school, and in December 2005 issued the "Yale Internationalization: 2005--2008 Strategic Framework". In December 2009, Yale released the "Yale Internationalization Progress Report 2005--2008" according to the implementation of the strategic framework. [15]

### **3. Internationalized Talent Training for Native American Students**

#### **3.1 Curriculum**

In order to cultivate students with an international perspective, American universities encourage students to dabble in economics, law, philosophy, psychology and other aspects of knowledge, emphasizing the breadth of knowledge, so that students have extensive knowledge, a variety of communication methods and a comprehensive understanding and thinking ability.

American colleges and universities focus on promoting the internationalization of university courses, not only offering more courses on other countries and international issues, but also courses that reflect international perspectives. The American Board of Education also actively organizes and carries out the exchange of experience on curriculum internationalization, encourages the use of modern information technology to promote the intersection and integration of professional courses, and enhances the breadth and diversity of curriculum content. The internationalization of the curriculum is reflected in various forms, adding requirements on world civilization, world history and foreign languages to the core curriculum, adding and strengthening majors in regional studies and international studies, carrying out interdisciplinary and interprofessional foreign language teaching, adding international aspects to disciplines and areas of study, and more. For many colleges and universities in the United States, the purpose of international education is achieved by offering dual-degree or joint-degree programs. According to the arrangement of the dual-degree programs, students can take courses in partner universities and obtain a degree, diploma or certificate.

#### **3.2 Foreign Language Learning**

International communication requires language communication, and learning foreign languages is an important means to enhance international communication skills. Foreign language learning is an important indicator to measure the internationalization of higher education. The increase in the number of foreign language masters and the improvement of their use of foreign languages is

conducive to mutual understanding, exchange of information and close cooperation between scholars from all over the world. Both international and regional studies require foreign languages. Foreign languages are not only a tool for communication, but also a major way to understand the culture and essence of other countries. Former US Secretary of State Condoleezza Rice once pointed out that learning a foreign language will "expand opportunities for young people, enrich their lives, and demonstrate our respect for other cultures".

### 3.3 Teacher Management

American universities regards teacher development as a professional and lifelong dynamic development process. It is a systematic project involving the interactive and coordinated development of teachers, students, schools and society, and communication and cooperation between teachers and students, schools and countries. More than 75% of the universities and colleges in the United States have set up university teacher development programs and organizations, and have also established some national and international university teacher development organizations and alliances. The United States generally improves the degree of internationalization of teachers in two ways. One is to directly recruit and reward teachers with international ideas, international experiences, and global talents, and the other is to encourage teachers to participate in international exchanges. For example, the Institute of Global and International Affairs at Indiana University provides adequate funding for the professional international growth of teachers, encourages teachers to conduct remote online courses and paid full-time study; Appalachian State University funds teachers to visit South America. Some universities have established international cooperative relations for teachers and provided teachers with opportunities to study abroad; Northeastern State University and Boren University in Thailand have launched a teacher exchange study plan, and jointly organized a number of international conferences to facilitate communication and exchange and strengthen the relationship between teachers. All the activities of teachers in American colleges and universities are student-centered and aimed at realizing student development. Therefore, the purpose of international exchange of teachers is to impart the most advanced professional knowledge in the world to students, cultivate students' broad international vision, and achieve the goal of cultivating local internationalized students.

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