2017
ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS
ANNUAL CONFERENCE

Scholar-Practitioners and the Power of Data and Research to Change a Story & Improve Campus Internationalization

Session Chair: Barbara Kappler, University of Minnesota
Christopher Johnstone, University of Minnesota
Mina Mizumatsu, Tohoku University
Agenda

1. Scholar-practitioner inspirations
2. Highlights from 3 approaches
3. Small group discussions
4. Q/A
Welcome!

Discuss with a partner:

What is a concern you have on your campus and how do you “get some data” that will drive your decision-making?
How a community, an activist, and a scholar created a $100 million faith-based nonprofit workforce development agency

PRACADEMICS and COMMUNITY CHANGE
A True Story of Nonprofit Development and Social Entrepreneurship During Welfare Reform
Rev. Odell Cleveland and Prof. Robert Wineburg

International Higher Education's Scholar-Practitioners bridging research and practice
Edited by Bernhard Streitwieser & Anthony C. Ogden

#AIEA2017 | www.aieaworld.org | aiea@duke.edu
“Scholar practitioners of international higher education are collaborative educators who engage in the research process and use and disseminate their knowledge and information in the form of concepts, procedures, processes, and skills for the benefit of those who are engaged in international education. While they do not need to maintain an active research agenda, it is important that they understand, utilize, and facilitate research directions.” ~ Streitwieser & Ogden, 2016, p.32
Symbiotic relationship

Practice is well informed

Research is relevant
# Tohoku University

## 110 Years of History and Tradition
Established in 1907 as the 3rd Imperial University in Japan

<table>
<thead>
<tr>
<th>About 18,000 students</th>
<th>Student: Faculty</th>
<th>6,200 staff</th>
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<tbody>
<tr>
<td>11,000 Undergraduate</td>
<td><strong>6:1</strong></td>
<td>3,100 Faculty</td>
</tr>
<tr>
<td>7,000 Graduate</td>
<td></td>
<td>3,100 Admin. Staff</td>
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### Male: Female
- Male: 75%
- Female: 25%

### Science & Engineering: Arts & Humanity
- Science & Engineering: 71%
- Arts & Humanity: 29%

### 2,400+ international students
- from 94 countries/regions

### 10 Faculties: 16 Graduate Schools
- 3 Professional Graduate Schools /
- 6 Research Institutes

### University level
- 211 institutions in 35 countries/regions

### Department level
- 443 institutions in 58 countries/regions

Tohoku University, 2016 & 2017
Internationalization accelerated in 2008

[Government Initiatives]

Global 30 Project (2008-2013)
Go Global Japan Project (2012-2016)
Top Global University (2014-2023)

Directly affects University Internationalization Policy
Creating Global Learning Platform: Global Leadership Program

- International Competence
- Language & Communication
- Initiative
- Study Abroad

3 + 1 Sub programs

Academic Foundation

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Transforming Campus Culture with Student Voice—Focus Group Interview

“Support”
“Networking”
“Practical”
“Intercultural Experience”
“Making Friends”

etc…
Survey Results (1)--International students
Do you want to interact more with *Japanese students*?

- Yes: 81%
- No: 16%
- N/A: 3%
Survey Results(2)--Domestic Students

Do you have experience taking class(es) with international students?

- Never: 32.5%
- Rarely: 29.2%
- Occasionally: 28.3%
- Frequently: 10.0%
Survey Results(3)--Domestic Students

How was your experience interacting with International students?

- No Experience: 19.2%
- Poor: 1.6%
- Somewhat Poor: 12.7%
- Good: 39.5%
- Excellent: 27.0%
Intercultural Co-learning Class

• Provides both international and Japanese students with opportunities to learn from each other through “meaningful interactions.”

• Class instructor makes educational intervention so that students can go through intercultural experience in the course.

• 50+ intercultural co-learning class as of 2016, and is increasing every year.
Five more students have been named Tohoku University Global Leaders at a ceremony this week. Certificates are given out twice a year to students who have successfully completed activities aimed at promoting a global mindset. These include study abroad programmes, liberal arts classes and
Connecting People on Campus

Faculty

Scholar Practitioner

Staff

Students

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How might you adopt students’ voice into campus internationalization?
University of Minnesota

International:
• 6,438 Students
• 1,930 Scholars
• 130 Locations
“Doing Data”

Questions a leader might ask:

• What information do I need to help me achieve my mission?

• How do I evaluate “X” program?

• What are the results of initiative “Y” for population “Z”?

How might a question get answered:

• Institutional data

• Post-doc opportunities

• Faculty friends
Project #6: The Study of the Educational Impact of International Students in Campus
Internationalization at the University of Minnesota: Phase 1

Report by Diana Yefanova, Linnae Baird and Mary Lynn Montgomery
Principal Investigators: Diana Yefanova, Gayle Woodruff, Barbara Kappler, and Christopher Johnstone

- View the Full Report
- View Phase 2 Findings

The College of Education and Human Development, the Global Programs and Strategy Alliance, and the International Student and Scholar Services conducted this study.

Key Findings
What Are Students Learning?

Through the analysis of student and faculty focus group and individual interview data as well as SERU wildcard module data, we identified several areas of learning and development that interviewees associated with cross-national student interactions. Student participants shared that they gained knowledge, attitudes and skills needed for effective intercultural communication; improved ability to reflect on their own culture;
How might you develop reciprocal partnership with faculty?
LET’S CHANGE THE STORY!

Students as assets, not deficits
The Educational Impact of International Students in Campus Internationalization

- Funding
- Advisory Group – 25 Members
- 2 years of data collection
- Scope
  - 3 campuses
  - 195 students: 78 international, 117 domestic
  - 53 faculty: 9 international, 44 domestic
HOW OFTEN DO YOU INTERACT WITH AMERICAN STUDENTS IN THE CLASSROOM?

- Never: 1.6%
- Rarely: 13.6%
- Sometimes: 43.6%
- Often: 41.2%

HOW OFTEN DO YOU INTERACT WITH AMERICAN STUDENTS OUTSIDE OF THE CLASSROOM?

- Never: 3.5%
- Rarely: 24.3%
- Sometimes: 38.7%
- Often: 33.5%
Students report on benefits

• Effective intercultural communication skills
  • Learn overt and subtle aspects of others’ culture
  • Reflect on one’s own culture and values
  • Challenge assumptions and stereotypes
  • Sensitive to, and adapt to, cultural differences

• Networks and relationship-building
Benefits, continued

• Leadership skills
• Problem-solving
• Taking initiative
• Pushing beyond one’s comfort zone
• Global knowledge of course content
Faculty report on student benefits:

- Reflect on one’s own culture
- Learn to avoid tokenizing others
- Communicate across cultures
- Appreciate different perspectives on class content
Teaching Strategies to Maximize the Benefits of Cross-National Interactions in the Classroom
Instructional Strategies

Course Design
• Identify outcomes that promote cross-national interactions
• State your expectations of students
• Align learning outcomes with course assignments
• Allow for formative and summative assessment

Learning and Teaching Activities in the Classroom
• Model effective intercultural communication
• Assign groups, facilitate discussion
• Support students’ unique developmental processes
• Talk individually with students to gauge comfort level
SERU Findings
Positive association for DS between increased interaction with IS and self-reported levels of:

In the classroom
1. Working effectively with others from different national backgrounds
2. Interest in study abroad

Out of the classroom
1. Interest in study abroad
2. Interest in world events, news, or politics
How has the data changed our story?
Common themes across our approaches

• Importance of the student voice
• Research can mean many different things - from a huge institutional survey to focus groups with a few students
• The scholar-practitioner role is very important and takes different forms – and not a role you have to take on yourself
Data sources we used

- Focus group interviews
- Unit’s international student survey
- Institutional survey – required on graduation day
- Individual interviews with:
  - Staff – within and across institutions
  - Faculty
  - Students
- Multiple institution survey
- Proprietary survey (ISB)
In partners, discuss:

What data sources are available to you?
Small Group Discussion

At your institutions:

1. How might you adopt students’ voice into campus internationalization?

2. What existing infrastructure and faculty relationships exist and what needs to be built or expanded?

3. What are the focal areas for internationalization? Would a research agenda help to expand these? How?

4. What have you learned today that can help you meet challenges likely to be encountered?
Questions? Answers?
References

University of Minnesota Data and Research Reports: http://global.umn.edu/icc/resources/umntc-ugis-data/index.html


Watch for a New Version of NAFSA’s *Learning Across Cultures* in 2017!
University of Minnesota Data and Research Projects

1. Seeking Best Practices for Integrating International and Domestic Students
2. International Student Barometer (ISB) results
3. Listening Sessions with UMN Departments
4. Office of Student Affairs Listening Sessions
5. Survey of Student Experience in the Research University (SERU) 2014
6. Study of the Educational Impact of International Students in Campus Internationalization
7. South Korean Undergraduate International Students’ Experiences
Projects, continued…

8. Career Services for Undergraduate International Students


10. First-Year Student Thriving Quotient Survey

11. First-Year Courses Responses

12. Academic Impact of Compulsory Military Services on Korean Male International Students

13. Supporting Non-Native English Speakers at the University of Minnesota: A Survey of Faculty & Staff

Available On-Line:  z.umn.edu/edimpact
Thank you for listening!