2018 AIEA Annual Conference

The Internationalization Imperative in Turbulent Times Faculty Development and Engagement: A Catalyst for Campus and Curriculum Internationalization

Dr. Jangyuan (JY) Zhou, Stockton University
Dr. Ling Gao LeBeau, Western Carolina University
Dr. Karen Gardenier, Colorado State University

Welcome!

- Introduction
- Overview introduction of the ACE 2017 Mapping Report
- Three cases
- Group discussion
- Debriefing and wrap-up



Introduction

- Jangyuan (JY) Zhou, Internationalization Specialist, Stockton University
- Ling LeBeau, Director, Office of International Programs and Services, Western Carolina University
- Karen Gardenier, Assistant Director of Academic Programs, Colorado State University



Six Interconnected Target Areas of CI

- <u>Articulated Institutional Commitment</u>
- Administrative Leadership, Structure, and Staffing
- <u>Curriculum, Co-curriculum, and Learning Outcomes</u>
- Faculty Policies and Practices
- <u>Student Mobility</u>
- <u>Collaboration and Partnerships</u>





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Highlights of the 2016 ACE *Mapping* Internationalization on U.S. Campuses Survey Results

- Internationalization accelerated
- Increasingly an administrative-intensive endeavor
- In-house model and engagement with outside entities
- Sharp emphasis on student mobility
- Increased on-campus global engagement
- Questions about the recognition of faculty as key drivers
- Increased attention on international partnerships and activities abroad



Faculty Policies and Practices

- Key Areas
 - Hiring guidelines
 - Tenure and promotion policies
 - Faculty development opportunities
- Survey Results
 - Modest gain in the percentage
 - Relatively low priority
 - Compared to data in other areas, the faculty-related data raises concerns about faculty's status and recognition in internationalization



Hiring, Tenure, and Recognition

- Give preference to candidates with international background, experience, or interests
 - 2016: 47% institutions, occasionally or frequently
 - 2011:40 %
- International work as a consideration for tenure and promotion and/or offer faculty awards for international activity
 - 8 %to 10 % in the past 10 years



Professional Development

- Internationalization-related professional development opportunities
 - More available in 2016, but declination in doctoral institutions
- Opportunities abroad offered more than campus-based and curriculum-focused
- More institutions provide funding to faculty while 28% offers workshops



Priority Activities for Internationalization – ACE Result

Priority Activity	Ranking in ACE 2016 Survey
Increasing study abroad for U.S. students	#1
Recruiting international students	#2
Partnerships with institutions	#3
Internationalizing the curriculum/co- curriculum	#4
Faculty development	#5



Overall Status

- Questions raised about the recognition of faculty as key drivers, compared to progress in other areas
- Perceived influence of faculty may be diminishing
- No more than 30% of institutions offer on-campus faculty development programs
- Only 14% of institutions actively track faculty international teaching and/or research, yet many carefully monitor and set targets for student mobility





WCU's Institutional Profile

- Comprehensive master's university
- Regional public
 - One of the 16 campuses within the University of North Carolina system
 - Ranked the top 13 regional public university in the South by U.S. News and World Report
- Enrollment
 - 10,800 (9,000 undergraduates)
- Academic Programs
 - 115 undergraduate majors and concentrations
 - 60 graduate programs
 - 3 doctorate programs
 - Engineering, science, healthcare, education, humanities, business and the arts.





WCU's Institutional Profile (cont'd)

- Mission
 - Western Carolina University creates learning opportunities that incorporate teaching, research, service, and engagement through on campus, off campus, on-line and international experiences. The university focuses its undergraduate, master's and three doctoral programs, educational outreach, research, creative, and cultural activities to sustain and improve individual lives and enhance economic and community development in Western Carolina and beyond.
- Our Core Values and Guiding Principles
 Excellence, Scholarship, Teaching and Learning
 Collaboration with and Respect for our Communities
 Free and Open Interchange of Ideas
 Responsible Stewardship and Organizational Effectiveness
 Organizational and Environmental Sustainability
 Cultural Diversity and Equal Opportunity





WCU's Institutional Profile (cont'd)

- Vision
 - To be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university.
- Star academic majors
 - forensic science, forensic anthropology, emergency medical care, construction management, entrepreneurship, engineering, athletic training, physical therapy, and many other programs in nursing, health sciences, business, computer/tech, STEM, education, and fine and performing arts.
- Special academic programs influenced by location
 - Parks and Recreation Management
 - Hospitality and Tourism Management
 - Natural Resource Conservation and Management
 - Recreational Therapy
 - Construction management
 - Environment health





International at WCU

Study abroad

- Programs in 60 countries
- 230+students study abroad each year (2.3%)
- International students
 - 200+students from over 30 countries each year (2%)
- International partnerships
 - Partnership with 41 universities in 23 countries
- Supports for faculty and staff
 - Global Learning Academy
 - International Faculty and Staff Council
 - Faculty-led study abroad
 - Faculty overseas exchange
 - Classroom support to faculty

Outreach

- K-12 outreach
- International education week
- International festival
- International culture presentation
- Study abroad fair

Thtensive English Program





Faculty Engagement at WCU



- Before 2015
 - Faculty-led study abroad programs
 - Occasional overseas site visit
- From 2015 to present
 - Increased faculty participation in faculty-led programs
 - Frequent site visit
 - Summer teaching/sabbatical around
 - Global Learning Academy
 - Visiting scholar program



Global Learning Academy



- Mission The WCU Global Learning Academy exists to develop a team of WCU faculty who work with professionals to internationalize their curriculum (i.e., integrate global dimensions into academic courses).
- Eligibility Full-time WCU instructors. Applications can also be made by program or interdisciplinary team.
- Duration The Academy will start with an initial retreat in September 2017, and then continue with two-hour monthly meetings through April 2017.
- Selection A selection committee will choose the Global Learning Academy fellows. Enrollment is limited strictly to 10 participants.



Global Learning Academy – cont'd



- Application Course proposal; CV
- Academy Sessions Curriculum Internationalization; Articulating Global Learning Outcome; Assessing Global Learning Outcomes; Curriculum Integration; Collaborative Online International Learning;
- Speakers Nationally renowned scholars; WCU leaders



Academy Outcomes and Project



- Build experience and expertise in high-quality pedagogical content knowledge that emphasizes student global learning
- Develop a toolkit of evidence-based practices for implementing curriculum internationalization
- Launch a sustainable network of practitioners and support staff across the region
- Create an innovative course framework and set of course materials that reflect a vision of new possibilities for bringing the world to Western North Carolina
- Serve as advocates for global learning and curriculum internationalization across WCU, the UNC system, and elsewhere.
- The Global Learning Academy is project based, and participants will be expected to develop a course or courses that integrate global learning in a substantial way. This course must be planned to be offered at WCU within the next two years.



Stockton University

Dr. Jangyuan (JY) Zhou Internationalization Specialist, Office of the Provost

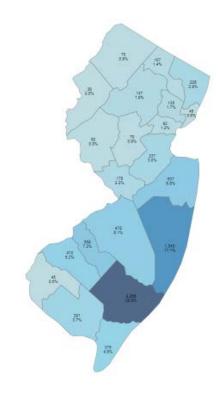


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Institutional Profile

- Comprehensive Master's University
- Regional Public University in NJ
 - Top 10 Public Regional Universities in the North (U.S. News and World Report)
 - 9,216 full- and part-time undergraduate and graduate students
- 7 A cademic Schools
- New Campus in Atlantic City

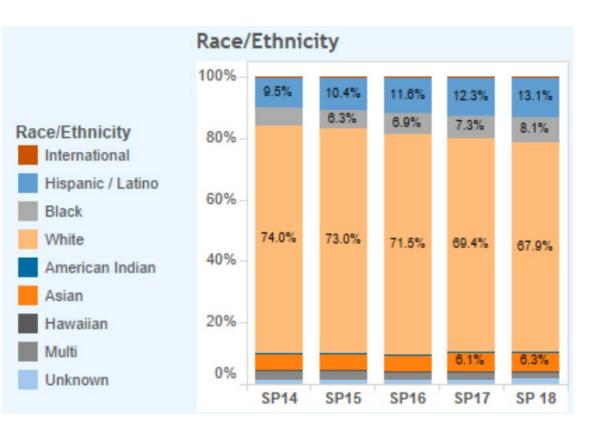






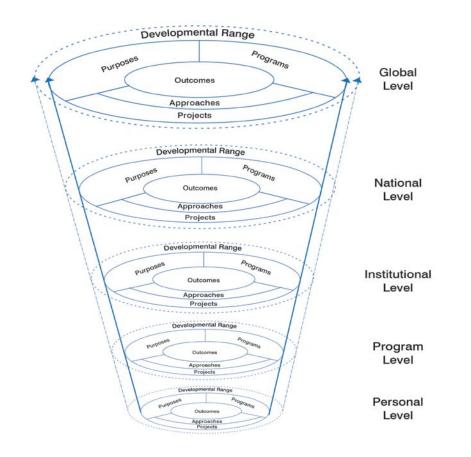
Global Profile

- Study abroad
 - 15 students (Summer 2017)
 - 15 students (Spring 2018)
 - Few faculty-led programs
- International students
- Institutional Partnerships
 - 22 MOUs (including 4 MOAs)
- International Faculty





Faculty Development & Engagement at Stockton University

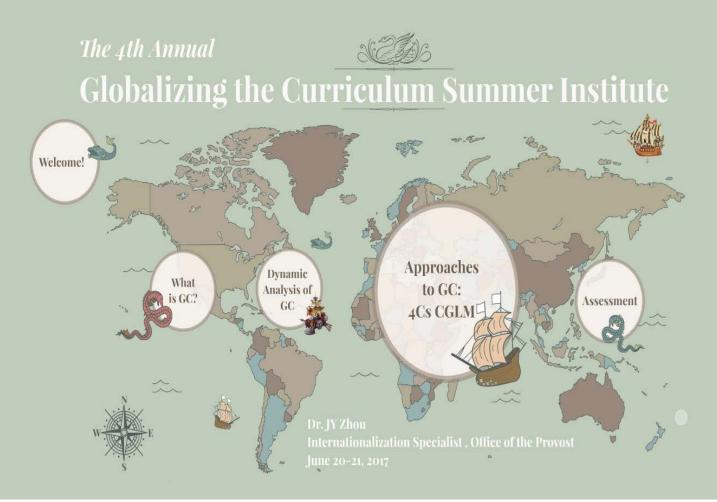


Stockton University aims to empower and engage faculty members as a critical driving force in its internationalization commitment and to better integrate faculty in a broader holistic and dynamic system of internationalization at Stockton. (Zhou, 2017)



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At the Institutional Level



Annual 2-day On-Campus Summer Institute on Globalization the Curriculum

Goals:

- 1. Develop the "Academic Self" of globalizing the curriculum
- 2. Assess the development of globalizing the curriculum
- 3. Understand the approaches of globalizing the curriculum
- 4. Develop shared resources of globalizing the curriculum



At the Institutional Level

- Global Perspective Initiative Grant
- Globalization Lecture Series
- Institute for Faculty Development (IFD) Tall
- IFD Fellows: International Faculty, Crossculture communication, Globalizing the curriculum
- Stockton Global Learning webpage: https://stockton.edu/global-learning/

	 Workshops Students Projects, Presentations & Publications Resources 				
	Contact Information: Dr. Jangysan (JY) Zhou Internationalization Specialist Office of the Provid Room: P-1016 Phone: 609-626-5593		ical driving force in ton's comprehensive	(Photo above: Dr. Banon Kigo	ozi of Liganda, Giobalization Lacture Sart
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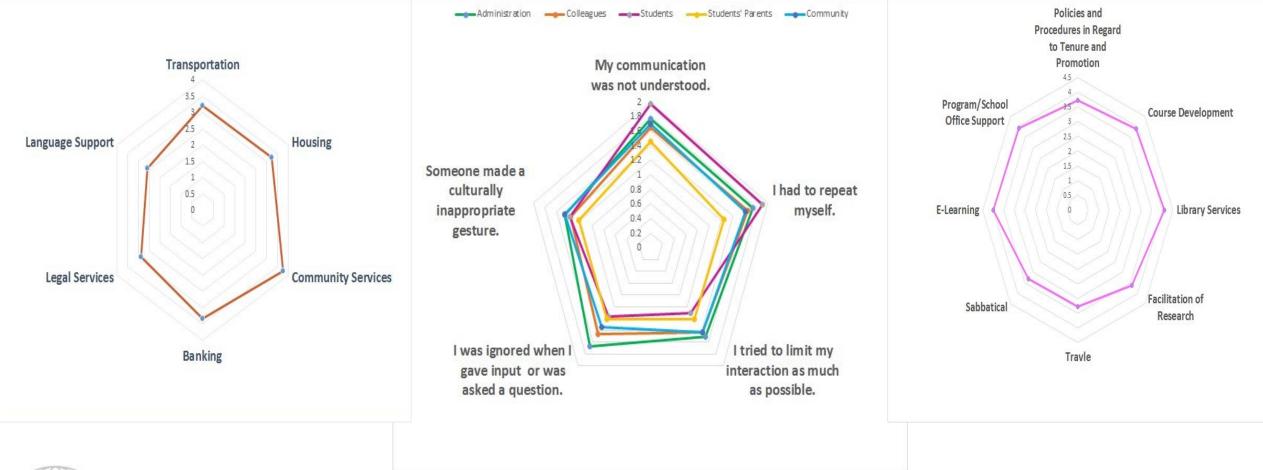






At the Institutional Level

International Faculty's Challenges & Institutional Support (Spitzer & Zhou, 2017)





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At the Program Level

Zhou, Feeney, Cordero-Roman, & Bukowski, 2016

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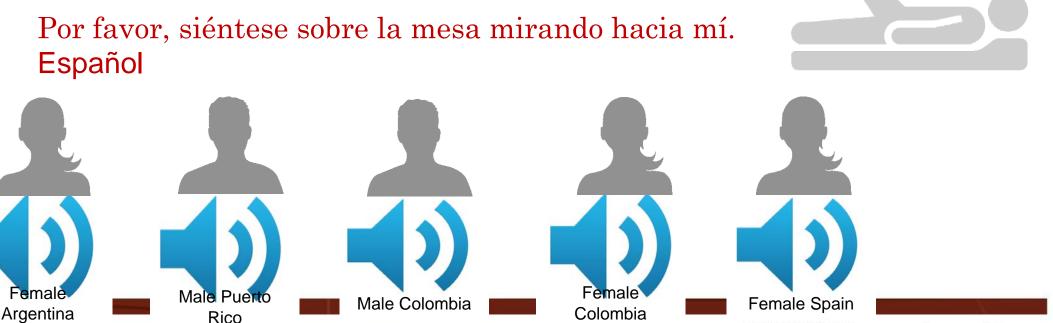
- Globalization in the Discipline Summer Retreat lacksquare
- Interdisciplinary collaboration between faculty members



Please sit on the table facing me. English



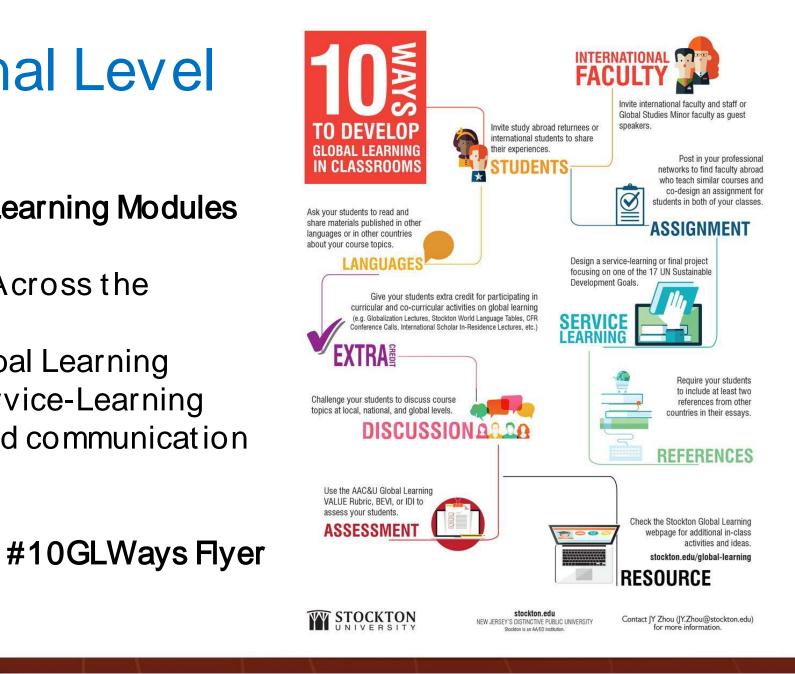
Por favor, siéntese sobre la mesa mirando hacia mí. Español



At the Personal Level

4Cs Collaborative Global Learning Modules

- 1. Cultures and Languages Across the Curriculum (CLAC)
- 2. Collaborative Online Global Learning
- 3. Civic Engagement and Service-Learning
- 4. Co-teaching/designing and communication





Take-Aways for Effective Faculty Development & Engagement

To increase recognition and influence of faculty

- <u>Emphasizing diversity and Inclusivity</u>: Voices of various disciplines, IHE Dynamic System levels, tenures, experience, etc.
- <u>Identifying and enhancing existing resources on campus</u>: International faculty, study-abroad program faculty, potential offices, etc.
- <u>Aligning internationalization efforts with faculty's needs & interests</u>: tenure/promotion process; and research, teaching, service, etc.

To increase the on-campus PD opportunities

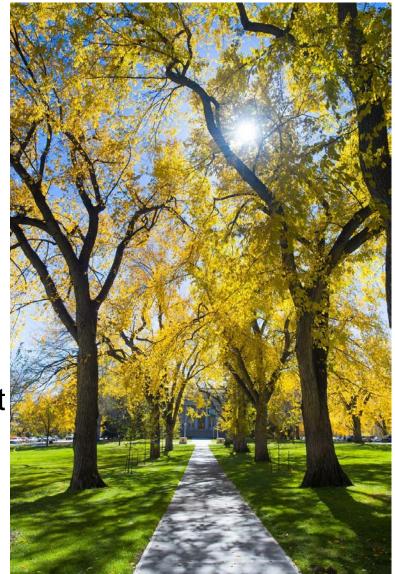
• <u>Rethinking PD workshops/talks</u>: More in depth, specialized, collaborative, and always with a bigger picture in mind



Colorado State University

Colorado State University

- "Colorado's choice"
- Total students: 33,413
 - 23,943 Undergraduates
 - 4,502 Graduate students
 - 70% Colorado residents
 - 21% Ethnic minorities
 - ~25% First-generation college student
 - 22% Pell Grant recipients
 - 18:1 Student faculty ratio





Land Grant Academic Focus

Colleges

- 1. Agricultural Sciences
- 2. Business
- 3. College of Engineering
- 4. Health and Human Sciences
- 5. Liberal Arts
- 6. Warner College of Natural Resources
- 7. Natural Sciences
- 8. Veterinary Medicine and Biomedical Sciences





Global Profile

- 1,995 International Students (Fall 2017)
 - 100 different countries
 - 34% China
 - 12% India
 - 6% Saudi Arabia
- 1st International Student Satisfaction
 - 2013 International Student Barometer
- 1,300 Students studied abroad in 70+Cou
 - 167 Formal agreements with 49 counties
 - 20% Tenure Track Faculty International
- 6th Peace Corps recruitment





Faculty Engagement

- Faculty essential to the work that we do
 - Recruitment and support of international students
 - Development of partnerships and joint degrees
 - Operations committees and advisory boards
 - Recruiting and running education abroad
 - Faculty Development Programs
 - Internationally focused curriculum and courses
 - Education Abroad Community of Practice





Semester at Sea

- Undergraduate education abroad provider
- Fall 2015: first CSU voyage
- Global Comparative Education
- Shipboard campus with field courses
- 105 days to ~11 countries/ 13 cities
- 550-600 students
- Amazing faculty and staff from all over the country and world
- CSU Global Teaching Scholars





















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How do we bring a Semester at Sea experience to all of CSU's campus?





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UISFL Grant

- Undergraduate International Studies and Foreign Language
 Grant
- USDepartment of Education
- Goal to strengthen and improve instruction in UG education
 - International Studies
 - Specific topics (i.e. global health)
 - Foreign Language
 - Study, Internships abroad
- Ave. award \$90,000 \$140,00 per year
- 2 years of funding with option of no cost extension





CSU's UISFL grant

- PI: Alicia Cook, Professor Emeritus in Human Development and Family Studies and Senior Academic Officer for Semester at Sea
- Currently in Year 2

CSU sought to:

- Leverage and strengthen partnership with Semester at Sea
- Increase UG global learning for all students
- Highlight and amplify global academic activities
- Support and encourage faculty in global teaching and learning



DAWN MICHELE WHITEHEAD

Senior Director for Global Learning and Curricular Change

American Association of Colleges and Universities

Integrative Global Learning

Strategies and Practices for Global Learning Across Curricular and Co-Curricular Experiences

THURSDAY, SEPTEMBER 21 • 9AM-1PM • LSC ROOM 376-78

In this interactive workshop, participants will explore oppartunities to integrate global dimensions into their courses and prepare students for life and work in today's society. Participants will draw on their own experiences and CSU oppartunities for students as they consider revisions to their courses or the creation of new courses with an integrative global perspective. Workshop participants will also engage with global learning goals and outcomes as they connect their courses to broader campus initiatives. Lunch will be served.

CLICK HERE TO REGISTER BY SEPTEMBER 14

Global Learning and Inclusive Excellence

How Two Powerful Practices Contribute to Student Success in Life, Society, and Work

FRIDAY, SEPTEMBER 22 • 10:30AM-12PM • LSC ROOM 376-78

Global learning and diversity initiatives have diverse origin stories that historically have defined their places on many college campuses. Over time, their paths have become interconnected and in today's increasingly connected world, it is critical that institutions think strategically, intentionally, and meaningfully about how these initiatives can inform and advance student success without losing their unique elements. This presentation will address how global learning and inclusive excellence can do more than coexist; they can truly enhance the educational experiences of students when institutional connections are made.

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Upcoming Global Events

SITUATING ONESELF IN AN INTERCONNECTED WORLD: ACTIVITY-BASED LEARNING LORY STUDENT CENTER ROOM 386 3-4:30 PM	OCT 25
LEARNING ABOUT CULTURE THROUGH THE VISUAL LENS OF PHOTOGRAPHY PHOTO EXHIBITION LORY STUDENT CENTER HALLERY	OCT-DEC
EDUCATING THE WHOLE STUDENT FOR GLOBAL ECOLOGICAL CHALLENGES LORY STUDENT CENTER ROOM 376 12:15-1:30 PM	NOV14



- Dawn Whitehead, AAC&U
- Semester at Sea Global Teaching Scholars
 - Situating OneSelf In an Interconnected World: Activity Based Learning
 - Educating the Whole Student for Global Ecological Challenges
 - Good Intentions are not Enough: Building Intercultural Communication Skills through Reflective Teaching



OCT20 to DEC10 LSCHALLERY

Culture through the Visual Lens A HALLERY PHOTOGRAPHY EXHIBIT

COLORADO STATE UNIVERSITY

SEMESTER AT SE



UNDERGRADUATE INTERNATIONAL

An equal access and equal apportunity universi

New Courses

- 10 new courses with global content
 - World Music
 - World Art
 - International Nutrition
 - Religions of the World
 - Comparative Education
 - Intercultural Internship
 - Designing and Implementing International Development Projects
- Redesign of 48 existing courses





International Development Studies

INTERNATIONAL DEVELOPMENT STUDIES

A WORLD-CHANGING EDUCATION

Extend your major into the world!

Reframe your education with a focus on global development. Learn how to think and act as an agent for positive social change. Better understand development processes and prepare for a future in community engagement.

Undergraduate Minor (21 credits)
Graduate Certificate (12 credits)

Karen Gardenier, Ph.D. karen.gardenier@colostate.edu internationaldevelopmentstudies.colostate.edu

INTERNATIONAL PROGRAMS



- New funded internships with Trees, Water, People
- Increased funding for undergraduate study, intern, or research abroad
- New core course: *Designing and Implementing* International Development Projects
- Redesigned marketing campaign
- Increased involvement in Liberal Arts, Natural Resources, and Agriculture



Spanish Language

- Two Spanish language initiatives
 - Cultures and Languages Across the Curriculum
 - Language for Specific Purposes



- Resulted in two new Spanish language courses
 - Spanish for the Professions: Working with Youth and Families
 - Spanish for Animal Health Care
- Travel funds for each group to participate in professional conferences



Value of the Grant: More than \$\$

- Strengthened partnership with Semester at Sea
- Increased prestige of internationalization efforts
- Campus wide dialog and support for curricular internationalization
 - Letters of support
 - Those who received funding
 - Collaborating departments such as TILT (Institute for Learning and Teaching)
- Additional unfunded activities contributed to internationalization
- Created new faculty champions for international efforts
 - New faculty led program to Todos Santos, Mexico



Lessons Learned: Approaches to Faculty Engagement

- Network
- Balance Responsiveness with Initiative
- Demonstrate Credibility and Integrity
- Cultivate an image of office as a *support* for faculty activities rather than enforcer of regulations



Group Discussions

- Does your office actively seek out faculty contributions through incentives, policy, or targeted outreach?
- What have been some of your most successful strategies?
- What challenges have you encountered and how did you attempt to overcome those challenges?



Thank you!

- Dr. Jangyuan (JY) Zhou, Stockton University, JY.Zhou@stockton.edu
- Dr. Ling Gao LeBeau, Western Carolina University, lglebeau@wcu.edu
- Dr. Karen Gardenier, Colorado State University, Karen.Gardenier@colostate.edu

