

**MARCH 21-22  
2019**

# **SIO/FACULTY PARTNERSHIP**

**INTERNATIONALIZING THE  
CAMPUS THROUGH FACULTY**

**An AIEA Thematic Forum  
Stockton University  
Atlantic City**



Prepared by Jiangyuan (JY) Zhou, Ed.D.  
Stockton University





# BRIEF DESCRIPTION OF THE FORUM

Comprehensive internationalization has become a core mission of higher education institutions. This requires SIOs to take new roles to unite campus efforts to achieve institutional priorities of internationalization. Being an important impact factor across all six target areas of internationalization, faculty plays a critical role in succeeding and sustaining the dynamic system of internationalization. However, the important resource of faculty is usually underutilized on many campuses. Many SIOs struggle to deeply engage faculty in their international or global learning efforts to comprehensively internationalize their campuses. They frequently engage faculty course by course and single faculty by faculty member. However, this approach can only have limited reach and impact and it is not sustainable over time. How to advocate the importance of internationalization to engage faculty as partners and to bring together the efforts from SIOs as well as faculty to achieve the institutional priorities is much needed for SIOs in their daily practices.



## KEY QUESTIONS

- How can SIOs bring faculty together in innovative and meaningful ways to further institutional priorities for internationalization?
- How can SIOs create opportunities to engage faculty to unite the values and passions that many faculty hold, channel through deep disciplinary practice, and see themselves as partners?
- How can SIOs recruit, organize, and support faculty at multiple levels (i.e., individual course, program, and institutional) and in multiple internationalization target areas (i.e., study abroad programs, international student success, and curriculum internationalization)?



## OBJECTIVES

**At the end of this thematic forum, participants – SIOs and international educators – will be able to:**

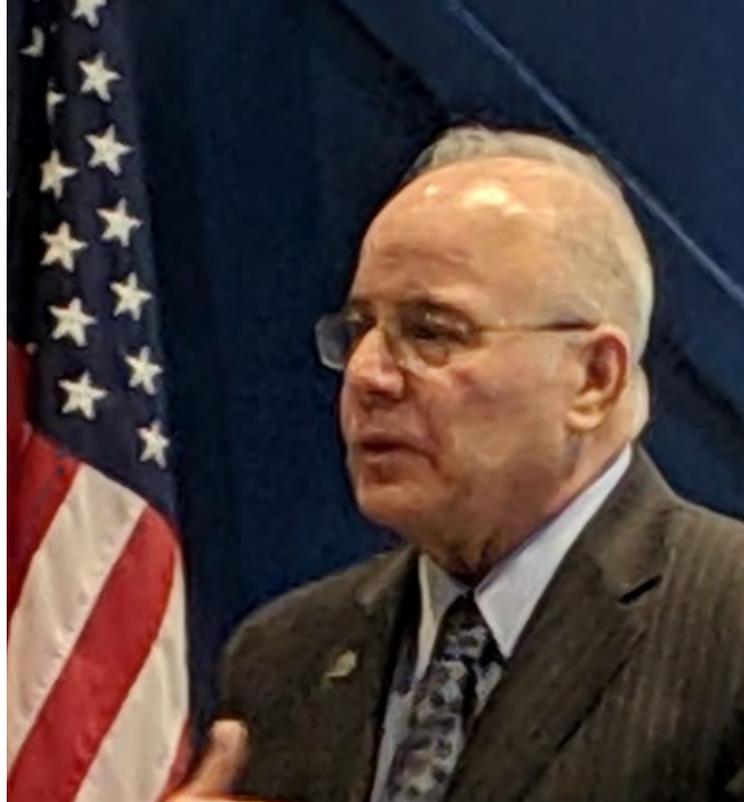
- Identify challenges and opportunities in engaging faculty in internationalization efforts
- Share best practices in “faculty as partners” to promote international student success, study abroad programs, and curriculum internationalization
- Develop innovative and sustainable approaches about SIO and faculty partnerships
- Increase the advocacy role of SIOs in uniting efforts to achieve institutional priorities of internationalization



# DR. HARVEY KESSELMAN

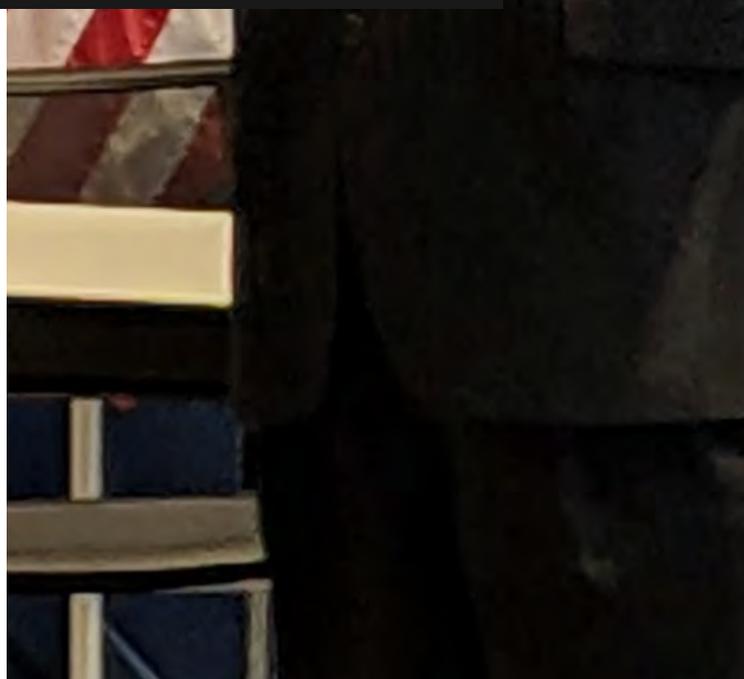
President

Stockton University



**“IF YOU WANT INTERNATIONALIZATION  
ON CAMPUS, HAVE THIS KIND OF  
DISCUSSIONS WITH YOUR FACULTY”.**

Dr. Kesselman gave an inspirational talk to the forum participants. He emphasized the critical role of internationalization in preparing our graduates to become global citizens in the current contexts and further encouraged SIOs and international educators to take the responsibility and to communicate and collaborate with various stakeholders to deepen and expand the impacts of international education.



# OPENING WELCOME REMARKS

Dr. Lisa Honaker  
Dean, School of Arts and Humanities  
Stockton University



## FORUM SESSIONS

Five panel sessions focusing on engaging and empowering faculty at national and institutional levels and specific areas of comprehensive internationalization were presented.



# SESSION I

## Challenges and Opportunities in Engaging Faculty in Comprehensive Internationalization

This session set the tone for the discussions at the forum. The presenters discussed how to engage faculty in comprehensive internationalization at the national level.

The panelists shared recent research and reports on faculty engagement, including the ACE Mapping the Internationalization on U.S. Campuses, NSSE Global Learning Survey, IAU 4th Global Survey on Internationalization, and further examined challenges and opportunities for faculty members and discussed approaches to develop intercultural competence in classrooms, internationalizing the curriculum, and faculty development.



**DR. ROBIN HELMS**

Director of Center for Internationalization  
and Global Engagement  
American Council on Education



**DR. DARLA DEARDORFF**

Executive Director  
AIEA



**DR. TINA ZAPPILE**

Associate Professor of Political Science  
Stockton University



**DR. SANDRA CRENSHAW**

Associate Provost  
Arcadia University



**DR. CARRA HOOD**

Associate Provost  
Stockton University



**DR. MARGARET SLUSSER**

Dean, School of Health Sciences  
Stockton University

## SESSION II

### Framing the Conversation: Faculty and Comprehensive Internationalization

This session discussed strategic and practical approaches of faculty engagement at the institutional level.

The panel started with a critical question – "How can we engage faculty in campus internationalization in rewarding and sustainable ways?" and focused on three key takeaways: projects and faculty conversations should be both aspirational and sustainable; importance of a known network of support; and building communication on campus and beyond. The panelists shared various projects on their campuses and discussed approaches to integrate global learning into university missions and practices.



**IN SESSION II,**



## **PARTICIPANTS IDENTIFIED THE FOLLOWING CHALLENGES IN "HOW TO ...?"**

- NOT compete with other campus and stakeholders on limited resources?
- Bring resistant colleagues?
- Safely experiment with comprehensive internationalization?
- Know when we've achieved comprehensive internationalization?
- Counter current negative perceptions of internationalization?
- Develop programs/learning without going abroad?
- Better integrate research and education aims of the university so that programs are not solely administrative efforts?
- Pivot the conversation towards peace and justice?
- Build bridges between international faculty in an unequal world?
- Identify and eliminate barriers to global collaboration among faculty?
- Involve junior faculty in these efforts and support their moves towards tenure and other advancement?
- Build partnerships that promote sustainable funding for international initiatives?
- Encourage faculty to participate in meaningful ways in campus internationalization?
- Encourage FA to move outside their comfort zone?
- Assist FA to explore opportunities in academic exchange/collaborations?
- Prime self for 21st century and unknowns?

# THESE CHALLENGES TOLD US ...



**PREPARED BY  
DR. SANDRA CRENSHAW**

- Disconnection between offices in charge – between each other and among faculty and staff
- Resisters turning down funding requests for faculty research related to international education and curriculum building
- Lack of support and professional development and opportunities for connection for faculty who lead study travel experiences
- Lack of clear institutional policies related to risk and responsibilities of faculty who lead study tours. No training on this either.
- Ask faculty! Provide training
- Framed by some faculty as “not an issue” or if an issue, not a priority
- Don’t know where to begin and how to sustain over time/keep engaged as efforts evolve
- Not wanting to evolve with student needs - fault admissions with lower student competencies in key areas
- How to learn what’s working and what needs work
- Funding (where can I come from during tightening times and international has costs)
- How do we officially assess field study when trips are outside of the IDEA/ETS collection dates? Standard survey related to academics? Not just customer service.
- How can “global learning” be resourced and maintained during current reform, especially in contact of shared governance?



# SESSION III

## Dialogs on Engaging Faculty in Recruiting, Retaining, and Supporting International Students

This session emphasized the critical role of faculty in promoting the success of international students before arriving, on, and after leaving the campuses. The panelists discussed various practices of engaging faculty in the recruitment, on-campus support, and alumni activities to enhance academic success, reduce redundancy in programming, and navigate the decentralized university structures. They shared challenges and future directions, such as understanding international students' needs in classrooms, training for COIL collaborations, aligning curriculum with internationalization goals, advocating in faculty senate and committees, and promoting and supporting faculty's professorships.



**DR. GEORGE SIPOS**  
SIO

University of Missouri - St. Louis



**MS. ANU GUPTA**

Assistant Dean, International  
Academic Support  
Rutgers University



**DR. LOIS SPITZER**

Associate Professor of Education  
Stockton University



**DR. JIANGYUAN (JY) ZHOU**

Internationalization Specialist  
Stockton University



**DR. BLASE SCARNATI**

Director of Global Learning  
Professor of Musicology  
Northern Arizona University



**DR. ROBERT BARNEY**

Associate Professor of Social Work  
Stockton University

# SESSION IV

## Dialogs on Engaging Faculty in Curriculum Internationalization

This session focused on how SIOs and international educators build deep collaborations with faculty and develop strategies and practices in engaging faculty across a variety of disciplines. The panelists shared insightful reflections of lessons they have learnt from challenges and experiences, and proposed effective suggestions, including the task forces on global education, global learning curriculum committee, global faculty fellow, curriculum mapping, and collaborative learning/teaching projects. SIOs should use a flat, democratic, and highly collaborative framework in promoting and integrating global learning into the curriculum at various levels.

# SESSION V

## Dialogs on Engaging Faculty in Education Abroad Programs

This session framed the discussions within the significance, benefits, and models of faculty involvement in education abroad across institutions. The panelists shared case studies on their campuses, including hybrid curriculum model, semester-long programs with faculty resident directors, consortial program model, faculty support on both home and international campuses, spring break faculty-led study tours with multiple locations and course offers. They discussed successful practices for faculty to get involved such as the advisory board, committee, faculty orientation and re-entry, and digital badge task force. The panelists also provided creative and inspirational approaches to understand and meet faculty's needs, challenges, and expectations.



**DR. EMILY GORLEWSKI**

Associate Director, Office of Study Abroad  
Wesleyan University



**MS. KERRY STAMP**

Director of International Programs  
Vassar College



**DR. JANICE JOSEPH**

Distinguished Professor of Criminal Justice  
Stockton University

# ROUND TABLE DISCUSSIONS



## WHAT IS YOUR FOCUSED AREA IN ENGAGING FACULTY IN INTERNATIONALIZATION?

Based on the panel sessions, participants had the opportunity to have focused discussions with panelists and colleagues based on following areas and topics of faculty engagement in internationalization:

- How to initiate this conversation with faculty on internationalization?
- How to find the alliances for SIOs to collaborate with faculty?
- Where should new SIOs start faculty engagement?
- How to better support international students academically?
- How to translate theoretical frameworks into actual practices?
- How to develop new faculty-led programs on campus?
- How to inspire, encourage, and support faculty in the process?
- How to integrate curriculum internationalization into the university's missions?





# PARTICIPANTS AT THE FORUM

**30** ENGAGED PARTICIPANTS

**19** UNIVERSITIES & ORGANIZATIONS REPRESENTED

**87%** FIRST-TIME ATTENDEES OF AN AIEA FORUM

**60%** NEW TO AIEA EVENTS

**77%** SIOS & ADMINISTRATORS

**23%** FACULTY IN VARIOUS DISCIPLINES



# FORUM OUTCOMES

Focusing on strategic perspectives and practical experience at national and institutional levels and in both student mobility and curriculum internationalization, this forum raised participants' awareness and shared knowledge of the critical role of faculty in internationalization.

Participants at the forum have learned several key words in this important process:

- **Collaboration and Partnerships**

Developing deep collaboration and building reciprocal partnerships at various levels and in various forms with faculty are important to promote internationalization.

- **Innovation and Interdisciplinary Applications**

Participants learned to apply different theories, such as the community organizing, dynamic systems, and language learning to engage faculty in the process.

- **Data-informed Practices**

Participants learned the trends and issues of faculty engagement from a variety of recent research, reports, and publications as well as campus programs and projects.

## PUBLICATION

Dr. Jianguyan (JY) Zhou published her forum presentation – "11 Lessons I have Learned in Engaging Faculty in Curriculum Internationalization" on the University World News.

Zhou, J. (2019, April 20). How to engage faculty in curriculum internationalization. Retrieved from <https://www.universityworldnews.com/post.php?story=2019041510015080>



# EVALUATIONS FROM THE PARTICIPANTS



We have received nine hand-written evaluations at the end of the forum.

## FORUM DESIGN

**96.42%** of the participants strongly agreed that the forum had clear objectives, appropriate level and place, stimulated learning, and allocated adequate time for discussions.

## FORUM CONTENT

**98.89%** of the participants strongly agreed that the forum objectives and content are aligned and the forum was relevant to their jobs.

## FORUM FACILITATORS

**96.67%** of the participants strongly agreed that the forum panelists were well prepared and facilitated the forum effectively.

## FORUM RESULTS

**97.78%** of the participants strongly agreed that the forum panelists were well prepared and facilitated the forum effectively.

## FORUM LOGISTICS

**99.25%** of the participants were strongly satisfied with the registration process, the cost of the registration, and facilities.



# SUGGESTIONS TO IMPROVE THE FORUM



## **Allot more time to discussions and interactions**

Participants suggested to have more time to talk to colleagues and share experience and practices on various campuses.

## **Extend discussions to include more topics in faculty engagement**

Participants suggested to have more time to discuss more topics in engaging faculty in social justice and civic engagement, international TA support, digital badging, faculty research, global partnerships, etc.

## **Continue this important conversation**

Participants recommended to continue discussing this important topic after the forum, including an AIEA briefing paper, webinars, conference sessions, publications, etc.



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