Focus on Internationalization: Discussion Topic Summaries  
Winter Symposium, 1/27/14  
Academic Affairs/Portland State University  

The World is Your Classroom (study abroad)  
Lead: Ron Witczak  
Facilitators: Jen Hamlow, Director Education Abroad  
Giustina Pelosi, Faculty-Led Adviser  

The group discussed some of the challenges at PSU concerning education abroad, in general, and the need to dispel the myth that Education Abroad is too expensive and too difficult a process for faculty and students to figure out.  

Recommendations included the need to design ways to help both students and staff to understand, and be current on, Education Abroad opportunities, related funding opportunities and the necessary planning needed for successful international study or teaching. For example, students who have self-identified as interested in studying abroad need to design a long-term academic and financial plan as soon as possible. Instituting a 2-3 year advance planning process for faculty-led programs would help in this process, as well.  

The student members of the discussion group suggested that Education Abroad opportunities should be more integrated into the four pillars of University Studies or at least into the Diversity of the Human Experience pillar.  

Inviting & Hiring International Scholars  
Lead: David Brandt  
Facilitators: Eve Nilender  

The topic for discussion was protocol and advice for inviting and hiring new international scholars. The group voiced the concern that PSU should be more intentional about international visitors (largely self-funded scholars). It should be supported by resources (people, policy, and funding) and leadership. Comments, advice and questions included the following:
• There is no direction or guidance for international exchange activities. Units are left to do it on their own.
• International partnerships are not monitored.
• Units are doing their own thing - no umbrella oversight, policy or prioritization.
• The university should coordinate and guide international exchange, but don’t get in the way of individually arranged faculty exchanges.
• What is the role of RSP in exchanges?
• What is the role of OAA?
• What about PSU faculty going out?? Are there ways the university can support PSU faculty who want to do research abroad?
• What is the role of Internationalization Council in the new structure? Is it a think tank or an implementor? If not implementor, which unit or body holds that responsibility and authority?
• During the recruitment process, units and schools should anticipate international applicants. Successful hiring and retention of international tenure-track faculty members, for instance, starts with carefully drafting of the position description and advertisements in coordination with OIA.
• Find X institutions that interface well with the international community compare them to how PSU does international exchange and learn from “best practices”.

The session included a guided discussion on a series of frequently-encountered scenarios for bringing international scholars to campus, including self-funded scholars doing independent research at PSU, brief guest lecture visits, postdoctoral research positions, and tenure-track hires.

International Partnerships
Lead: Agnes Hoffman
Facilitators: Kevin Reynolds
Margaret Everett

More than 25 faculty members participated in the discussion about the initiation of new international partnerships and the development of existing ones. Discussion facilitators distributed international enrollment trend data as well as a listing of existing partnership models. Participants engaged in lively conversation about the design, efficacy and support for the models presented.

Participants were enthusiastic about the opportunities to forge academic alliances abroad that would attract international enrollment and build research opportunity. A number of suggestions emerged from the conversations:
• Design a faculty workshop to introduce steps for initiating or expanding partnerships with their colleagues abroad and/or create ways to support the initiatives of interested faculty who have contacts or academic relationships abroad. Many wanted to know how to get started;
• Create an inventory of existing partnerships, assess their effectiveness and identify components that lead to successful outcomes;
• Articulate the institutional goals for internationalization and provide leadership and direction;
• Support International partnerships that involve industry-university participation;
• Develop and provide technology tools for faculty in support of their international partnership teaching and video conferencing opportunities;
• Provide faculty with a stronger understanding of PSU institutional support for partnerships, including a) financial support for international students studying at PSU and PSU students abroad b) assistance to launch short term programs abroad; c) focused attention to the international student experience at PSU;
• Develop ways to engage local industry and multinational companies for increased internship opportunities for our students as well as scholarship support;
• Create ways to involve more STEM faculty in international faculty exchanges;
• Expand and support opportunities to develop international training and professional development programs for sponsoring agencies and governments abroad.
• In support of internationalization goals, clarify the roles of various offices such as the Office of Research & Strategic Partnerships, the Office of International Partnerships, and the Office of International Affairs;
• Provide opportunities for departments to participate in existing pathway partnerships. E.g. expand Chinese engineering 2+2 programs to include articulated pathway options for a Geography degree or GIS enrollment;
• Ensure that as the partnerships evolve, immigration and visa rules are considered and respected.

Curriculum/CWLO internationalization
Lead: Steve Thorne
Facilitators: Sandra Freels
Swapna Mukopadhyay
Kevin Kecskes

The Internationalization Council (IC) hosted the topic. In its debriefing meeting on January 28 (2014), IC members consolidated a list of core suggestions based on the keynote presentations by Intel, Columbia, and Mercy Corps and the discussion points and themes at the CWLO/Curriculum discussion, as well as other tables, that concern curriculum and CWLO. Here is a list of focal areas to guide and channel existing (and potentially additional) human and capital resources.

1. WRITING PROFICIENCY: Increase support for developing expertise in written language expression (and verbal expression related to professional and academic communication).
• Issue: All industry representatives mentioned written language expertise (primarily in English), as well as verbal articulateness in professional registers, as necessary abilities for success in a globalized information economy.
• Actions
  ✓ Better placement and/or admittance exams that address writing competence.
1. **Improve and expand support for developing technical and academic writing expertise on campus** (available to both undergraduates and graduates, i.e., the Writing Center).

2. **LANGUAGE LEARNING**: Learn another world language up to an advanced level of proficiency.
   - **Issue**: Global interconnectedness and international communication and teamwork are routine in many contemporary workplaces. The Winter Symposium keynotes advised students to develop advanced abilities in a foreign/world language (in addition to English) as an important resource for full participation in professional, interpersonal, and/or academic/research activities. Discussion at several of the Winter Symposium break-out tables also supported this view.
   - **Actions**
     - Maintain, and where appropriate, enhance foreign language requirements and language learning opportunities at PSU, in study abroad programs, and through the use of new media.
     - Work with schools and departments to develop pathways for integrating language study into academic programs.
     - Consider specific approaches for integrating world language education into academic content and professional courses, curricula, and internship settings (e.g., language-intensive components to existing courses that leverage successful pedagogical models, such as ‘language across the curriculum’, ‘content-based [foreign language] instruction’ (CBI), ‘content and language integrated learning’ (CLIL), and ‘collaborative online intercultural learning’).

3. **ON-CAMPUS RESOURCE INTEGRATION**: Better utilize and integrate on-campus resources, such as international students and faculty, and students returning from study abroad.
   - **Issue**: We have substantial, but underutilized, global expertise on the PSU campus.
   - **Actions**
     - Systematically connect international students with domestic students, perhaps building on current efforts by the Committee of International Recruitment and Retention (CIRR).
     - Better utilize students who have studied abroad, e.g., have them give presentations about their experience to a campus or departmental audience, provide mentorship for outbound study abroad participants, or engage in communication with the PSU community during their sojourn abroad.
     - Engage in conversations with departments and colleges to learn about their internationalization efforts (positive and negative) and to then consider scaling up capacity building in this area.

4. **INCREASE CULTURAL COMPETENCE**: Develop support for cultural competence on the part of faculty, staff, and students.
   - **Issue**: Working and learning in heterogeneous communities is essential to many 21st century jobs and professions
   - **Actions**
     - Enhance existing or develop new cultural competency training/workshops for faculty and students (Global Diversity & Inclusion has begun efforts on this area)
Encourage departments to consider cultural competence in their short- and long-term planning and to include goals that can be assessed.

Obstacles and Opportunities for International Research

Lead: Jon Fink
Facilitators: Mark Systma

The Research discussion had about a dozen participants and focused on how new publication database tools could help PSU make better informed decisions on a variety of topics. For example, the collaborations between PSU and international colleagues revealed through analysis of the publications database could assist in targeting and recruiting nonresident students. Librarian Jill Emery offered very helpful input on existing PSU expertise about using such bibliographic databases.

Our conversation centered on data about PSU publications obtained from Dr. Brad Fenwick, former VP for Research at University of Tennessee, who currently serves as Senior Vice President for Global Strategic Alliances at Elsevier. Kevin Reynolds and I met with Brad when he was in Portland a month ago to talk with people at OHSU. The data he provided came from the Scopus database (http://www.elsevier.com/online-tools/scopus/content-overview), and came from over 3300 papers by PSU faculty published between 2009 and 2013. Using a state-of-the-art "field-weighted citation impact" factor, the PSU data showed that PSU papers with co-authors from outside the U.S. were significantly more highly cited than those with co-authors from other institutions in the U.S. Papers written with collaborators only at PSU had still lower citation indices, and those with only a single author were cited even less. Furthermore, academic papers co-authored with industry researchers had the highest indices of all.

These same relationships hold for nearly every research university in the country. They suggest that international collaborations should be encouraged because on average they lead to more widely cited publications. They point out how collaborations with certain foreign universities can raise PSU’s reputation more rapidly than others. They also indicate which universities, both domestic and international, PSU faculty members are already collaborating with. The data further suggest that the criteria traditionally used in Promotion and Tenure decisions, where single authored papers are most valued, may be at odds with the impact of those publications.

Next steps include: (1) Arranging for Dr. Fenwick to give a series of presentations to PSU sometime in the next few months; (2) Discussions between the Libraries and RSP about ways to increase PSU’s sophistication in mining bibliographic databases; (3) presentations to deans and chairs about the PSU publication data provided by Dr. Fenwick.

Independent of the publication data, our conversation also addressed the difficulty of prioritizing international research, given its expense, relatively low rate of return on that investment, PSU’s current budgetary stresses, and the time pressure experienced by nearly all faculty. The group felt that the morning portions of the Symposium did not offer enough guidance about how the benefits of international programs (not just research) could be quantified. The group looked forward to hearing whether some of the other round table discussions had addressed these questions.

Importance of Cultural Competencies (ASPSU report)
During the three discussion tables about cultural competence, some of the common points that were brought up during these discussions were:

- Faculty and staff are eager to gain the skills needed to be more cultural sensitive and be able to educate ALL their students.
- Faculty and staff are not aware of the many opportunities and services around international students, and students of different background.
- Faculty and staff are concerned about how the lack of cultural competence among them affects students’ success negatively (This idea was underlined after seeing the presentation with the student pictures and their signs).

The following concerns were brought up:

- How to ensure mixed groups of students for projects in classrooms
- How to engage international students with domestic students
- How to correctly learn to pronounce someone’s name, how to ask
- Lack of funding in languages department and study abroad

The following recommendation were given:

- Integrate Cultural Competence classes as a requirement for undergraduate
- Integrate Cultural Adjustment classes for International students, especially Teacher Assistants
- Some kind of guidelines for how to both treat everyone equally and also respect their differences/diversity
- Description of OISSS/IELP services should be part of the cultural competence trainings for faculty and staff.
- Recommend to departments (Deans) to encourage faculty to discuss cultural competence in class and how it relates to their field.

Finally, I will like to point out that while debriefing with the students who were at the discussion tables, they felt like faculty and staff find themselves to be “cultural competent enough”, and were emphasizing the need for students to be given the skills to become more culturally competent. However, during my debrief with the international office staff who were also part of these discussions tables, they were more open to the development of additional tools and support for staff/faculty as well. The misunderstanding or misreading of what was expressed at the tables between these two groups (students and staff/faculty), also proves the need for continuing to move forward with developing a training and a toolkit for building our cultural competence at PSU.
Over twenty staff and faculty members gathered to discuss how PSU recruits students, and services available to help students succeed on-campus.

**PSU International Student Recruitment Trends and Observations: Growth Overall**

Our numbers are growing, and we are seeing growth from countries slightly different from the national trends.

- **Emergence of the Middle East** – Much of PSU’s growth has come from successful recruitment and retention of students from this region.
- **Changing Source Countries in Asia** – China and Vietnam are growing while Japan and Korea appear to be plateauing.
- **Growth Potential in New and Existing Markets** – PSU needs to maintain our existing constituencies and search for new opportunities.

The Office of Admissions will continue to identify opportunities for targeted, strategic outreach to build our international enrollment and partnerships.

**Intensive English Language Program**: The IELP is PSU’s English language program. The program is the entry pathway for many PSU international students.

**The program teaches**: Pre-entry Program (beginning level)

- Foundation English (intermediate)
- Academic Preparation (undergraduate and graduate tracts available)
- Communication and Culture

- **How do the courses work?** 18 hours of course instruction and about 20-25 hours of homework per week.
  - Courses are skills based and sequenced
  - Passage of one level (c-) is required before a student can move to the next level
  - In the final two levels of the program, students will begin to transition into PSU classes

**Resources for International Student Services**

The Office of International Student and Scholars services provides immigration advising, life advising, programming and support for PSU international students.

**Immigration Advisors** are available to assist students with maintaining their visa status while studying at PSU. They also assist students to clarify and follow Department of Homeland Security regulations.

**International Student Life Advisers** provide transition support through orientation and mentoring, and continued support through financial and cultural adjustment advising, workshops, trips and intercultural student leadership opportunities.
**Conclusions:** The table discussion explored ways to reach out to prospective students, how to utilize alumni in recruitment and mentoring, how to build communities within academic units, and how to identify needed resources for international students.

Participants were tasked to go back to their departments/offices with some guiding questions for further discussion.

- What challenges do you see international students have in coming to PSU?
- What do you see as the needs for student support?
- How are you integrating international students into your programs?
- What do you think international students should know before matriculating? What is the biggest shock to students, and how can we prepare them for this before they arrive?

The Offices of Admissions and International Student and Scholar Services, along with the Intensive English Language Program, are available to meet with any office or academic unit on campus to share information and answer questions. We are happy to meet together or as individual offices. Our shared goals are to identify opportunities to help students find their way to the university, and to remove obstacles to their success when they arrive.

**Diversity & Inclusion**

Lead: Jilma Meneses
Facilitators: Chas Lopez
Julie Caron
Patrick Villaflor

The Office of Global Diversity & Inclusion started the discussion by sharing the ever-changing university profile of PSU. With the current growth trend of our student body and the workforce, particularly the recent growth of diverse faculty, staff, and students the group addressed the challenges on how to best serve the changing student body. One of the challenges is to recognize that we all have strengths and weaknesses, conscious and unconscious biases, various levels of experience in serving with diverse populations.

In order to serve people different from us, we have to get out of our comfort zone and identify and address our biases. The group viewed the short educational film, “Silent Beats” by University of Southern California faculty member and filmmaker Jon Chu that explores bias, stereotypes, and prejudices that exist in our society today, then followed it with further discussion.

Some of the points that were brought up in the discussion were:

- The significance of engaging in dialogues that explore bias, stereotypes, and prejudices.
- Raising awareness of assumptions being made in the classroom about students from different backgrounds who look or act different.
- How assumptions or biases affect the academic environment or learning experience for students and or faculty.
- How to re-direct offensive discussion or statements (or interrupt) without imposing on academic freedom or free speech in the classroom.

Other comments and recommendations included the following:
Online learning: refrain from the assumption that all students are the same. Consider differences in background, class, access to online resources/computer/internet, generational gaps, non-native speakers, and culture.

- In the Classroom: understand cultural differences
- Faculty and student relationship – cultural differences
- Challenge stereotypes and re-examine assumptions.
- Create a safe space/environment
- Embrace the challenges
- Empower students to participate
- Collective agreement class guidelines in place at the beginning of class and revisited every class discussion.
- Create an inclusive and welcoming atmosphere
- Be personally conscious.
- Continue having a dialog on race issues