International Faculty as an Asset for Internationalization of an Academic Campus: Strategies for Integration and Inclusion

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Operational Definitions

International Faculty
FOREIGN-BORN AND/OR FOREIGN-TRAINED FACULTY WHO POSSESS INTERNATIONAL, INTERCULTURAL, OR GLOBAL BACKGROUND, EDUCATION, AND EXPERIENCE.

Internationalization
THE PROCESS OF INTEGRATING AN INTERNATIONAL, INTERCULTURAL, AND/OR GLOBAL DIMENSION INTO THE GOALS, FUNCTIONS (TEACHING/LEARNING, RESEARCH, AND SERVICE) AND DELIVERY OF HIGHER EDUCATION. (KNIGHT, 2003)
Project Objectives

• Explore the challenges and enablers for the integration and inclusion of international faculty
• Develop practical recommendations for integration and inclusion of international faculty
• Identify opportunities and strategies for leveraging international faculty as an asset in campus internationalization efforts
Institutional Relevance: UCF Collective Impact

• Graduate student prominence:
  • joint degree programs
  • informal/formal partnership pipelines
  • cooperative agreements

• National and international recognition of faculty scholars

• International industry partnerships
Institutional Relevance: UCF Global

• An international hub for communication and partnerships across disciplines, colleges, cultures, and nations
• Increase the number and diversity of students and faculty having high-impact international experiences
• Become the university of choice in Florida for international students, scholars, and global partners.
• Strategically invest in innovative international initiatives
Project Background and Significance

International faculty

- A significant segment in higher education, especially STEM
- Face challenges and barriers on the way to academic success
- An “invisible and voiceless minority”
- Wealth of international, intercultural, and global knowledge, experiences, and perspectives
- Valuable assets for campus internationalization
Methods

• **Literature Review** (Collins, 2008; O’Hara, 2009; Gahungu, 2011; Helms et al, 2017, and others)
  • An understudied and overlooked area and population
  • Recognized as tremendous asset
  • In need of tailored support mechanisms for integration and inclusion

• **Institutional Data Analysis**
  • Data resides across multiple IT systems/units

• **Collaboration and Ideation with Faculty Colleagues**
  • Strategies and opportunities for integration and inclusion
  • Recommendations for consideration at UCF
International Faculty (IF) at UCF
Where IF come from…

<table>
<thead>
<tr>
<th>Countries of Origin</th>
<th># of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia – 17 countries</td>
<td>148</td>
</tr>
<tr>
<td>Europe – 17 countries</td>
<td>75</td>
</tr>
<tr>
<td>North America (Canada, Mexico, and Caribbean) – 7 countries</td>
<td>43</td>
</tr>
<tr>
<td>Africa – 8 countries</td>
<td>22</td>
</tr>
<tr>
<td>Central and South America – 4 countries</td>
<td>15</td>
</tr>
<tr>
<td>Australia and New Zealand</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total (as of Spring 2018)</strong></td>
<td><strong>305</strong></td>
</tr>
</tbody>
</table>
• 6 continents
• 55 countries
• 11 countries where English is an official language
Where IF are at UCF...

<table>
<thead>
<tr>
<th>UCF Colleges</th>
<th># of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Sciences</td>
<td>64</td>
</tr>
<tr>
<td>College of Engineering and Computer Science</td>
<td>58</td>
</tr>
<tr>
<td>College of Arts and Humanities</td>
<td>33</td>
</tr>
<tr>
<td>College of Medicine</td>
<td>19</td>
</tr>
<tr>
<td>Rosen College of Hospitality Management</td>
<td>16</td>
</tr>
<tr>
<td>College of Optics and Photonics</td>
<td>12</td>
</tr>
<tr>
<td>College of Health and Public Affairs</td>
<td>9</td>
</tr>
<tr>
<td>College of Business Administration</td>
<td>8</td>
</tr>
<tr>
<td>College of Education and Human Performance</td>
<td>4</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Other Academic Units</td>
<td>80</td>
</tr>
</tbody>
</table>
What IF do...

<table>
<thead>
<tr>
<th>Academic Appointments</th>
<th># of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>102</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>77</td>
</tr>
<tr>
<td>Professor</td>
<td>68</td>
</tr>
<tr>
<td>Instructor (all ranks)</td>
<td>22</td>
</tr>
<tr>
<td>Lecturer (all ranks)</td>
<td>20</td>
</tr>
<tr>
<td>Librarian (all ranks)</td>
<td>4</td>
</tr>
<tr>
<td>Research Associate</td>
<td>1</td>
</tr>
<tr>
<td>Other academic appointments/ranks</td>
<td>10</td>
</tr>
</tbody>
</table>
IF Gender and Age Distribution
IF Immigration Status

- Permanent Residents/Green Card Holders
- Naturalized Citizens
- H1B Visa Holders
- Other
- J-1 Visa Holders
IF Family Status

- Married: 230
- Single: 60
- Divorced: 10
- Widowed: 5
- Common Law: 1

The chart illustrates the distribution of family statuses with Married having the highest count.
# Enablers for IF Integration and Inclusion

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>An international faculty community for knowledge sharing, peer support, and mentoring</td>
<td>A multi-faceted orientation/integration program for new international faculty focusing on academics, culture, immigration, etc.</td>
<td>Opportunities to contribute to diversity and internationalization goals</td>
<td>Professional growth and leadership opportunities for international faculty</td>
</tr>
</tbody>
</table>
Opportunities for Internationalization

• IF as cultural ambassadors
• IF recognition/reward mechanisms
• Publicize IF success
• Connect IF with international students
• “Savants Without Borders”
• Partnership development and academic exchanges
• Internal grants for international work
• Systematic approach for recruitment/retention
• Engagement in D&I programs
Conclusions

• IF can serve as change agents for the internationalization in higher education
• International competency as an asset for academic excellence and internationalization
• Academic institutions should create a supportive climate for IF
• IF should proactively contribute towards diversity and internationalization goals in higher education
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  • Dr. Michal Masternak, College of Medicine/Burnett School of Biomedical Sciences
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Questions?
Thank you