



**2024
Annual Conference**

Leading
International
Education
at a Crossroads

Leading Collaboratively to Address Global Challenges

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Session Goals

- Discuss the benefits and challenges of strategic collaboration
- Share strategies for intentionally fostering intercultural competence, as well as assessment
- Consider program designs that emphasize justice, diversity, inclusivity, and mutual respect among institutions and partners
- Create programs that increase students' awareness of global challenges and simultaneously inspire and equip students to address these challenges



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Agenda

1. Overview and background, including major themes
2. Program design
3. Strategies for intercultural competence
4. Benefits and Challenges
5. Lessons Learned
6. Application Possibilities



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Background & Themes

- Brief description of the three colleges
- Generous grant from the Mellon Foundation
- Major themes
 1. Equal ownership
 2. Collaborative leadership
 3. Ethical community partnerships and engagement
 4. Diversify programmatic offerings and study away enrollment
 5. Importance of assessment of program goals and student learning
 6. Sustainability



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Program Design

Study & Intern in NYC

New York Theater Experience
New York and its Peoples, Past
and Present

Internship (in all disciplines)

Housing: Student residence in
Brooklyn Heights

Employees: Part-time program
coordinators, housing provider's
staff members; two adjuncts

Ghana on the World Stage

Ghana and West Africa's Pasts in the
Black Atlantic

Globalization in Ghana

Ghanaian Popular Music

Internship and Intro to Twi
Faculty Leader's course*

Memphis (2 weeks)

Accra (14 weeks)

Housing: Homestays

Employees: Faculty Director, local
partner, four adjuncts

Global Env. Challenges

Conservation & Policy Issues
Spanish, all levels

Env. Challenges: Local to Global
Faculty Leader's course*

Cuenca, the Amazon, and the
Galapagos

Housing: Homestays; Students
are required to take Spanish

Employees: Faculty Director, local
partners (two), three adjuncts



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Strategies for Intercultural Competence

- Programs integrated students into local communities through internships, local faculty adjuncts, and homestays
- Required language learning on two of the three programs (Ghana & Ecuador)
- Employed subject matter experts from local communities
- Intentional community engagement and reflection built into coursework; SIOs had significant input into course design
- Pre and post-test given to students to assess intercultural competence (IDI and GCAA)



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Student Impact

There was not a single day in Ghana where I felt as if I was not learning about the the culture, history, the professional world, or myself. I have never had such a personal and rewarding transformation as an individual and a student than when I was in Ghana. Navigating a new place with a far different culture and lifestyle than your own can be challenging and intimidating, but Ghana was nothing less than welcoming and accepting of my presence which made immersion so much easier. I feel as if I have become an effective communicator which are skills I can take with me everywhere in the world. I also feel as if I have a better understanding of the world as a whole due to the unique cultural and historical roots that Ghana has. I walked away with experiences and knowledge I would not gain elsewhere and will carry with me for a lifetime.



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Benefits



Challenges

- Harmonizing policies across three campuses (Registrar, Financial Aid, Faculty Replacement Costs, etc.)
- Creating courses and obtaining curricular committee approval
- Aversion to change
- Finding time and capacity to meet during the pandemic



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Lessons Learned

1. Strategic and effective institutional collaborations demand a significant workload on (already understaffed) offices; if these collaborations are to happen, departments may need to think creatively about time management or hiring administrative support
2. Strategic and effective collaborations, while fast moving, also take time to come to fruition, and progress happens in phases. Many stakeholders changed throughout the process; consequently, informing new stakeholders of the collaboration's history and goals was an ongoing and continuous process



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Lessons Learned

3. Faculty involvement was limited, either by lack of interest, retention issues, or failure of administration to ask for involvement; yet, faculty were responsible for approving coursework and advocating for the programs. Finding avenues to intentionally include faculty, and show appreciation of faculty involvement, is imperative.
4. The environmental impact of study abroad programs should not simply be an afterthought, but should be a factor from the creation of the program and development of its budget.



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Application Possibilities

1. Given the theme of this presentation (innovative programs, addressing global challenges, fostering intercultural competence), list a few gaps and opportunities you see in your institution's off-campus study offerings.
2. List peer institutions and faculty partners that you can include for each item you listed in #1. Who could you include as a campus partner?
3. What institutional values, goals, visions, and/or drivers can you leverage for your potential collaboration? What institutional caveats must you avoid?
4. What pre-work do you need to undertake before starting?
5. What will stand in your way?
6. How are you assessing intercultural competence among your students, both outgoing and incoming? Among your faculty? Your staff? Your administration?



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