



**2017**

**ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS  
ANNUAL CONFERENCE**

# **Scholar-Practitioners and the Power of Data and Research to Change a Story & Improve Campus Internationalization**

**Session Chair: Barbara Kappler, University of Minnesota**

**Christopher Johnstone, University of Minnesota**

**Mina Mizumatsu, Tohoku University**

# Agenda

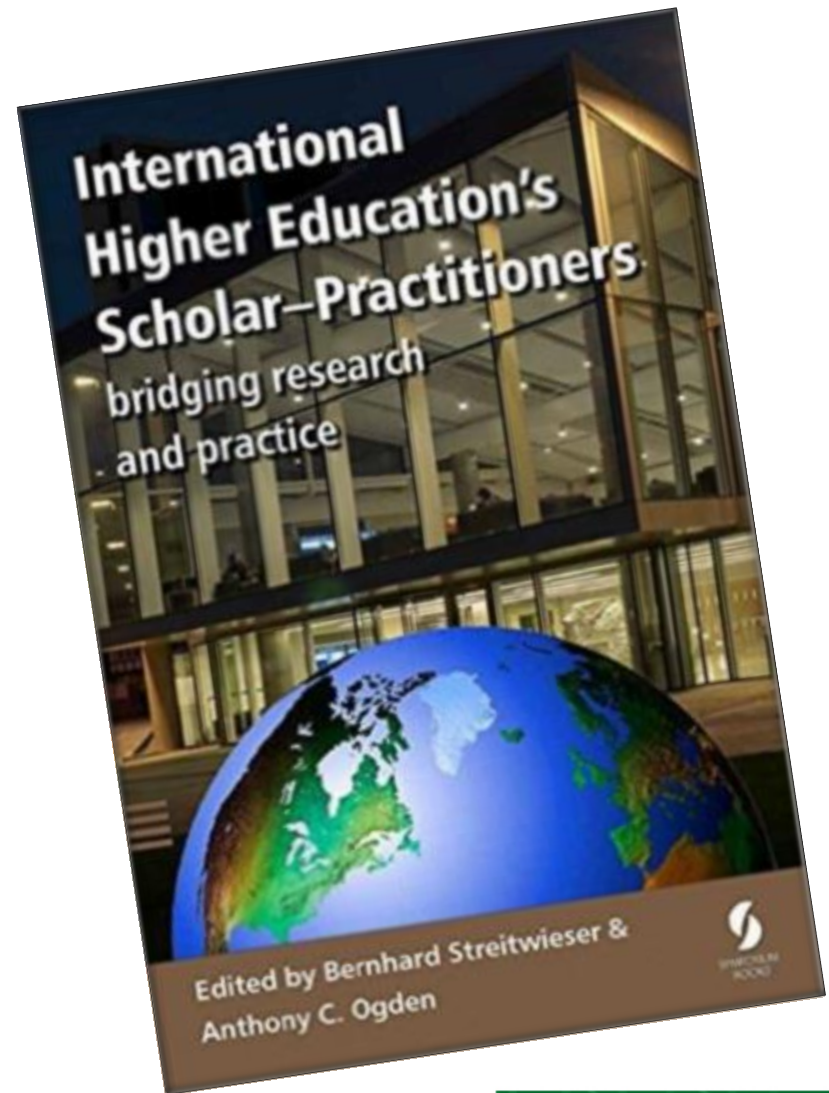
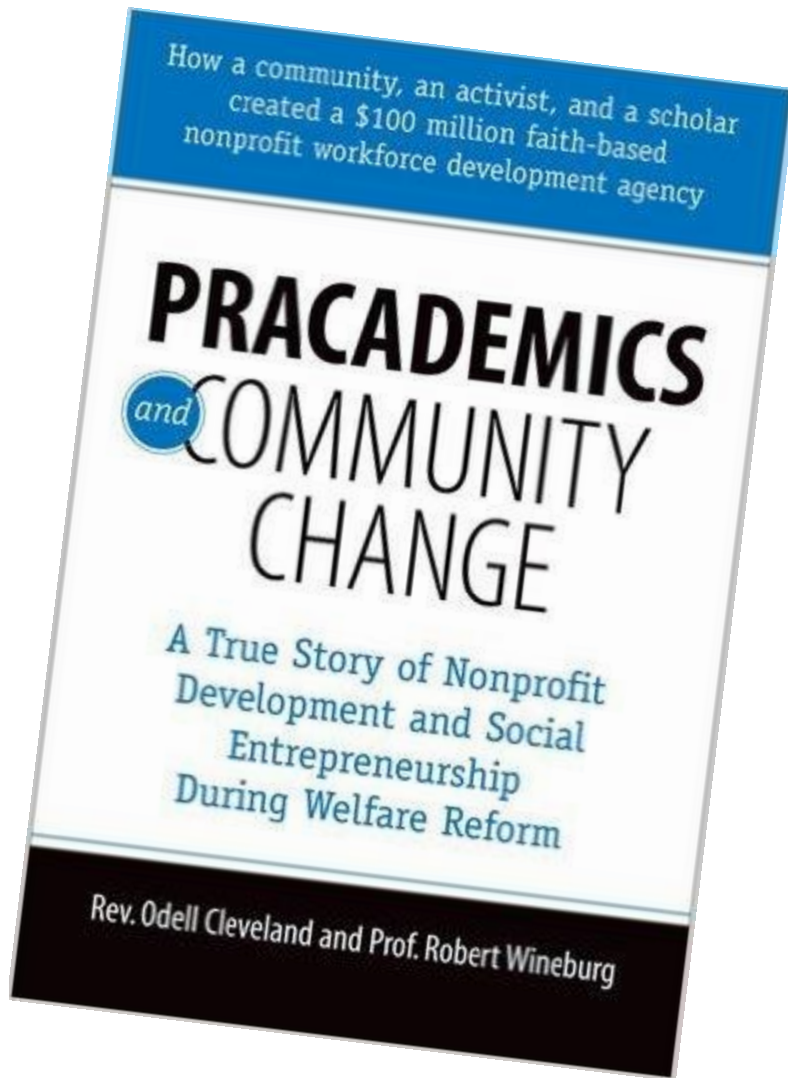
1. Scholar-practitioner inspirations
2. Highlights from 3 approaches
3. Small group discussions
4. Q/A



# Welcome!

Discuss with a partner:

What is a concern you have on your campus and how do you “get some data” that that will drive your decision-making?

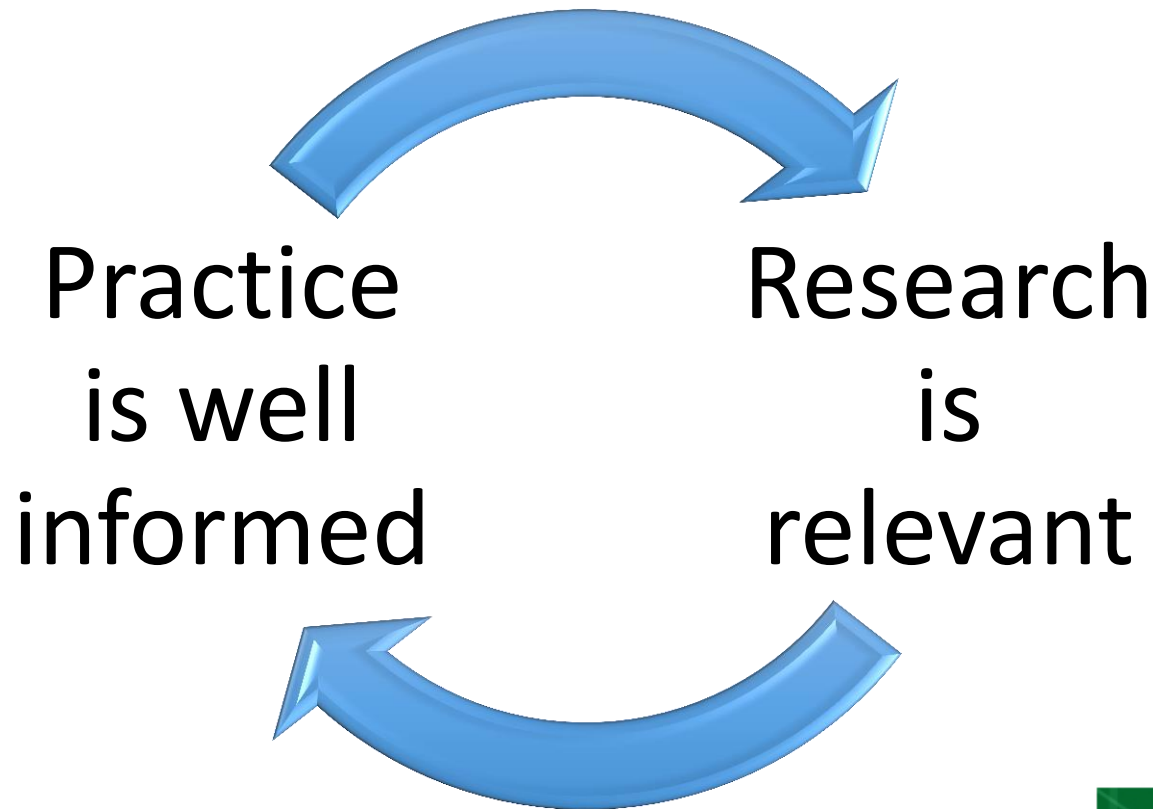


# Scholar-Practitioner

“Scholar practitioners of international higher education are collaborative educators who engage in the research process and use and disseminate their knowledge and information in the form of concepts, procedures, processes, and skills for the benefit of those who are engaged in international education. While they do not need to maintain an active research agenda, it is important that they understand, utilize, and facilitate research directions.” ~ Streitwieser & Ogden, 2016, p.32



# Symbiotic relationship



# Tohoku University

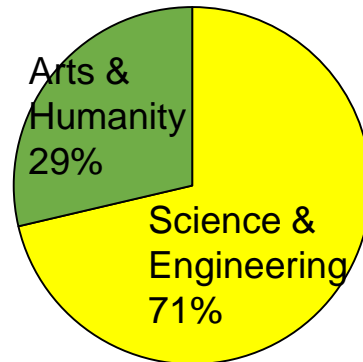
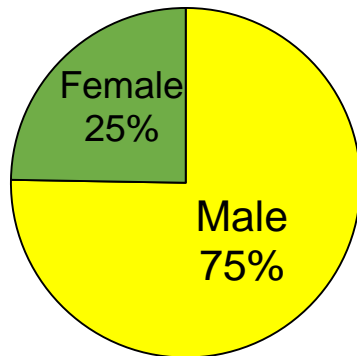
**110** Years of History and Tradition

Established in 1907 as the 3<sup>rd</sup> Imperial University in *Japan*

About **18,000** students  
11,000 Undergraduate  
7,000 Graduate

**Student: Faculty**  
**6:1**

**6,200** staff  
3,100 Faculty  
3,100 Admin. Staff



**10** Faculties **16** Graduate Schools  
**3** Professional Graduate Schools /  
**6** Research Institutes

**Partnership**

**University level**

**211** institutions in **35** countries/regions

**Department level**

**443** institutions in **58** countries/regions

**2,400+** international students  
from **94** countries/regions

Tohoku University, 2016 & 2017



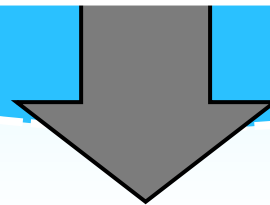
# Internationalization accelerated in 2008

## [Government Initiatives]

**Global 30 Project (2008-2013)**

**Go Global Japan Project (2012-2016)**

**Top Global University (2014-2023)**



**Directly affects  
University Internationalization  
Policy**





# Creating Global Learning Platform: Global Leadership Program



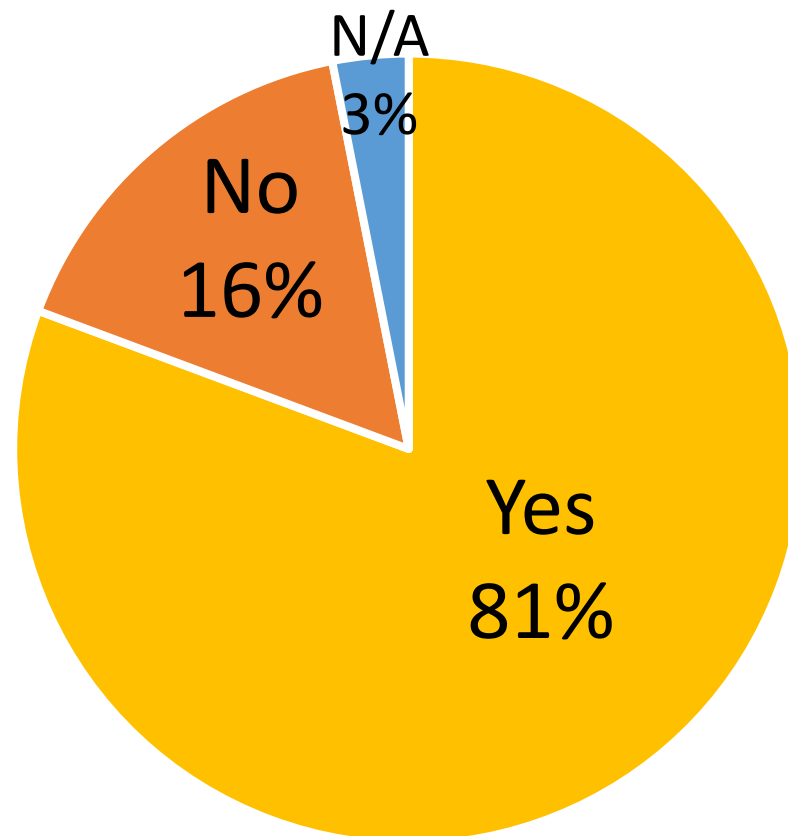
**Academic Foundation**

# Transforming Campus Culture with Student Voice—Focus Group Interview



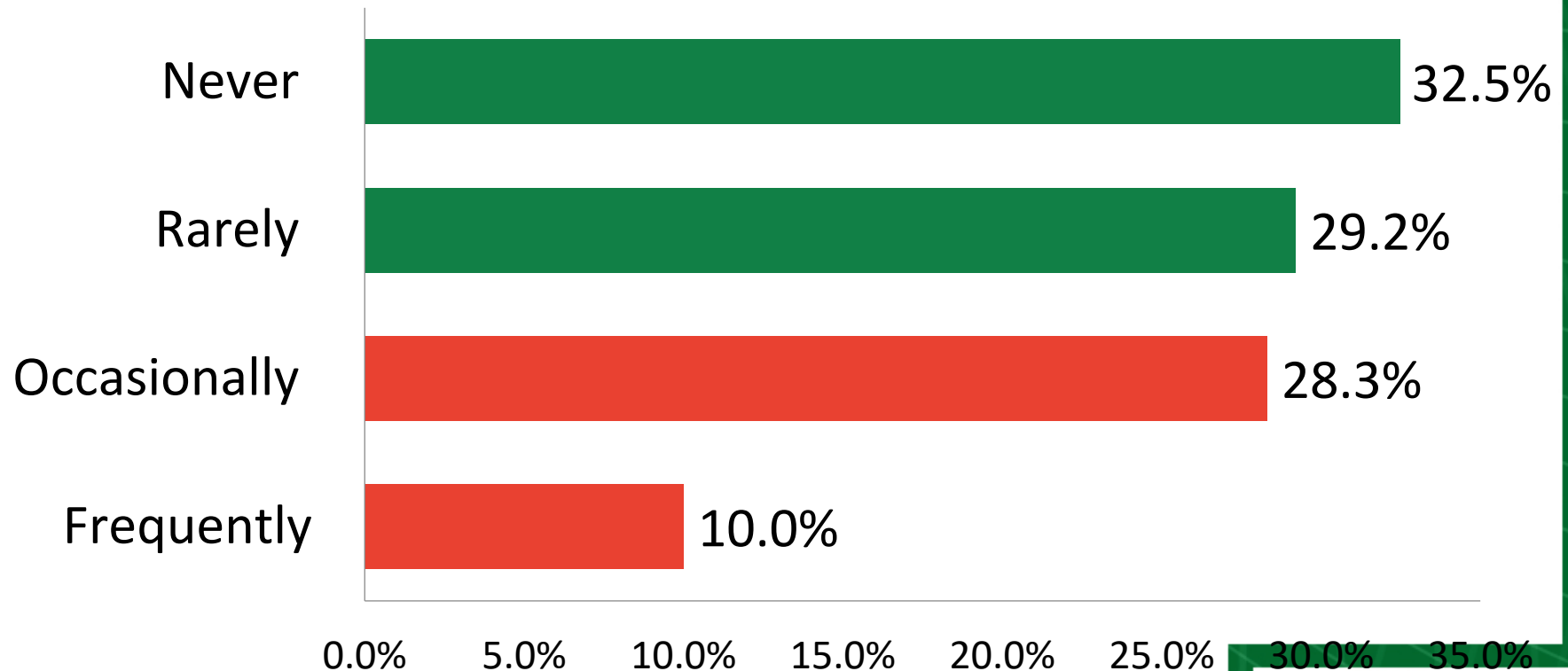
# Survey Results (1)--International students

Do you want to interact more with Japanese students?



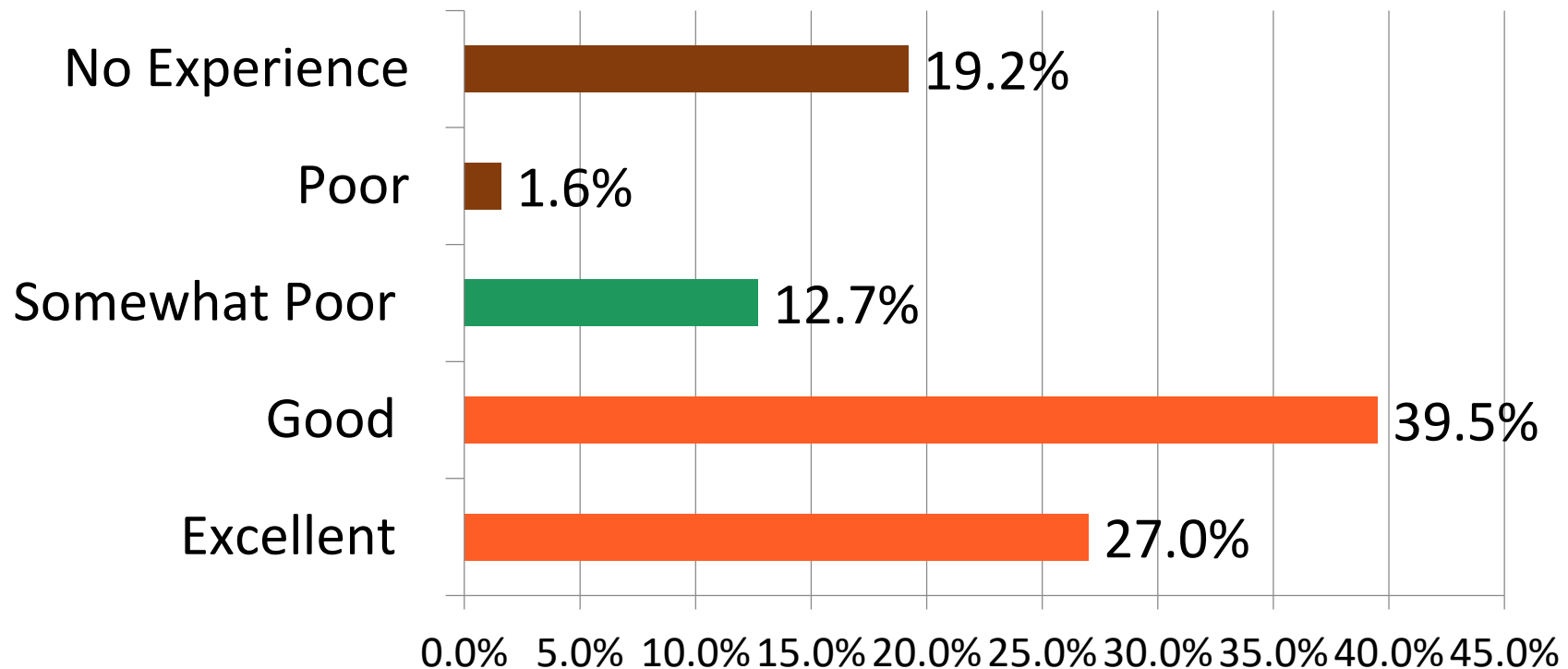
# Survey Results(2)--Domestic Students

Do you have experience taking class(es) with international students?



# Survey Results(3)--Domestic Students

How was your experience interacting with International students?



# Intercultural Co-learning Class

- Provides both international and Japanese students with opportunities to learn from each other through “meaningful interactions.”
- Class instructor makes educational intervention so that students can go through intercultural experience in the course.
- 50+ intercultural co-learning class as of 2016, and is increasing every year.



# “Acknowledgement”

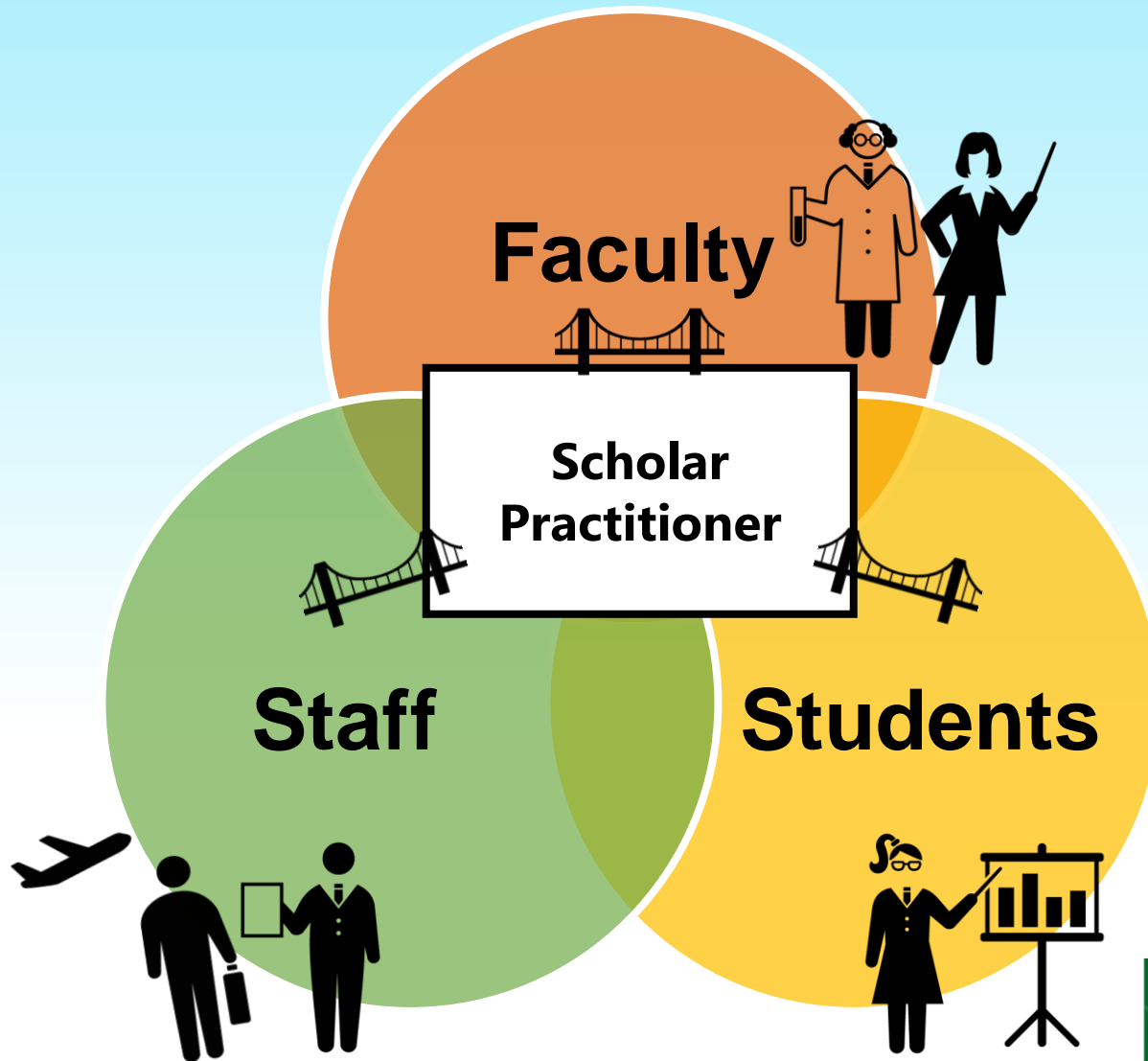


The image shows a Facebook post from Tohoku University. The post text reads: "Tohoku Universityさんが写真5件を追加しました。 2月8日 11:18 · 公開". Below the text, it says: "Five more students have been named Tohoku University Global Leaders at a ceremony this week. Certificates are given out twice a year to students who have successfully completed activities aimed at promoting a global mindset. These include study abroad programmes, liberal arts classes and".

The screenshot also includes a navigation menu for the Tohoku University website with the following categories: 大学概要, 学部・大学院・研究所, 教育・学生支援, 国際交流, 研究・産学連携, 社会連携, 情報公開・広報, 入試情報. Below this are sub-categories: 東北大学で学びたい方へ, 社会人・地域の方へ, 企業の方へ, 同窓生の方へ, 在学生の方へ, 教職員向け.

At the bottom of the screenshot, there is a video player showing a group of people. The video title is "東北大学座談会 総長×学生「留学、広がる可能性」". There are buttons for "詳細ページへ" (to detail page) on both sides of the video.

# Connecting People on Campus





# How might you adopt students' voice into campus internationalization?



# University of Minnesota

International:

- 6,438 Students
- 1,930 Scholars
- 130 Locations



# “Doing Data”

Questions a leader might ask:

- What information do I need to help me achieve my mission?
- How do I evaluate “X” program?
- What are the results of initiative “Y” for population “Z”?

How might a question get answered:

- Institutional data
- Post-doc opportunities
- Faculty friends

# SERU

Student Experience in  
the Research University



#AIEA2017 | [www.aieaworld.org](http://www.aieaworld.org) | [aiea@duke.edu](mailto:aiea@duke.edu)



# GPSAlliance

## Project #6: The Study of the Educational Impact of International Students in Campus Internationalization at the University of Minnesota: Phase 1

Report by Diana Yefanova, Linnae Baird and Mary Lynn Montgomery  
Principal Investigators: Diana Yefanova, Gayle Woodruff, Barbara Kappler, and Christopher Johnstone

- [View the Full Report](#)
- [View Phase 2 Findings](#)

*The College of Education and Human Development, the Global Programs and Strategy Alliance, and the International Student and Scholar Services conducted this study.*

### Key Findings

#### What Are Students Learning?

Through the analysis of student and faculty focus group and individual interview data as well as SERU wildcard module data, we identified several areas of learning and development that interviewees associated with cross-national student interactions. Student participants shared that they gained knowledge, attitudes and skills needed for effective intercultural communication; improved ability to reflect on their own culture;

### Project Summaries

An Overview

1. Seeking Best Practices for Integrating International and Domestic Students
2. International Student Barometer (ISB) — 2013
3. Listening Sessions with University Departments
4. Office of Student Affairs Domestic and International Listening Sessions
5. Student Experience in the Research University (SERU) Survey – 2014 Comparisons Between International Students & Domestic Students
6. The Study of the Educational Impact of International Students in Campus

INTERNATIONALIZING THE CURRICULUM & CAMPUS

#### WHAT IS ICC?

[OUR TEAM](#)

[OUR PARTNERS](#)

#### IMPACT OF ICC

#### SIGNATURE PROGRAMS

[ICC CONFERENCE](#)

[MESTENHAUSER LEGACY INITIATIVE](#)

[INTERNATIONALIZING TEACHING AND LEARNING](#)

#### SCHEDULE OF EVENTS

#### RESEARCH AND RESOURCES

#### CONTACT US







How might you develop reciprocal partnership with faculty?

# LET'S CHANGE THE STORY!

Students as assets, not deficits



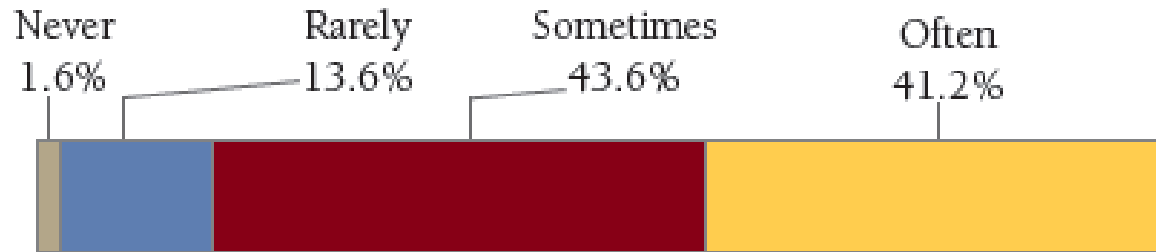


# The Educational Impact of International Students in Campus Internationalization

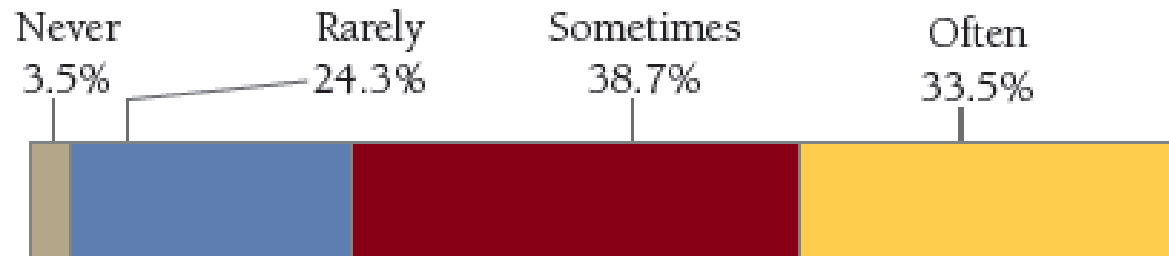
- Funding
- Advisory Group – 25 Members
- 2 years of data collection
- Scope
  - 3 campuses
  - 195 students: 78 international, 117 domestic
  - 53 faculty: 9 international, 44 domestic



## HOW OFTEN DO YOU INTERACT WITH AMERICAN STUDENTS IN THE CLASSROOM?



## HOW OFTEN DO YOU INTERACT WITH AMERICAN STUDENTS OUTSIDE OF THE CLASSROOM?



# Students report on benefits

- Effective intercultural communication skills
  - Learn overt and subtle aspects of others' culture
  - Reflect on one's own culture and values
  - Challenge assumptions and stereotypes
  - Sensitive to, and adapt to, cultural differences
- Networks and relationship-building



# Benefits, continued

- Leadership skills
- Problem-solving
- Taking initiative
- Pushing beyond one's comfort zone
- Global knowledge of course content



# Faculty report on student benefits:

- Reflect on one's own culture
- Learn to avoid tokenizing others
- Communicate across cultures
- Appreciate different perspectives on class content



# Teaching Strategies to Maximize the Benefits of Cross-National Interactions in the Classroom



# Instructional Strategies

## Course Design

- Identify outcomes that promote cross-national interactions
- State your expectations of students
- Align learning outcomes with course assignments
- Allow for formative and summative assessment

## Learning and Teaching Activities in the Classroom

- Model effective intercultural communication
- Assign groups, facilitate discussion
- Support students' unique developmental processes
- Talk individually with students to gauge comfort level



# SERU Findings

Positive association for DS between increased interaction with IS and self-reported levels of:

## In the classroom

1. Working effectively with others from different national backgrounds
2. Interest in study abroad
3. Self-perceived intercultural competency development (2014)

## Out of the classroom

1. Interest in study abroad
2. Interest in world events, news, or politics
3. Self-perceived intercultural competency development (2014)



# How has the data changed our story?



# Common themes across our approaches

- Importance of the student voice
- Research can mean many different things - from a huge institutional survey to focus groups with a few students
- The scholar-practitioner role is very important and takes different forms – and not a role you have to take on yourself



# Data sources we used

- Focus group interviews
- Unit's international student survey
- Institutional survey – required on graduation day
- Individual interviews with:
  - Staff – within and across institutions
  - Faculty
  - Students
- Multiple institution survey
- Proprietary survey (ISB)



**In partners, discuss:**

What data sources are available to you?

# Small Group Discussion

At your institutions:

1. How might you adopt students' voice into campus internationalization?
2. What existing infrastructure and faculty relationships exist and what needs to be built or expanded?
3. What are the focal areas for internationalization? Would a research agenda help to expand these? How?
4. What have you learned today that can help you meet challenges likely to be encountered?



# Questions? Answers?



# References

University of Minnesota Data and Research Reports:

<http://global.umn.edu/icc/resources/umntc-ugis-data/index.html>

University of Minnesota's Conceptual Framework for Internationalizing the Campus:

[http://global.umn.edu/icc/documents/icc\\_conceptual\\_framework.pdf](http://global.umn.edu/icc/documents/icc_conceptual_framework.pdf)

Watch for a New Version of NAFSA's *Learning Across Cultures* in 2017!



# University of Minnesota Data and Research Projects

1. Seeking Best Practices for Integrating International and Domestic Students
2. International Student Barometer (ISB) results
3. Listening Sessions with UMN Departments
4. Office of Student Affairs Listening Sessions
5. Survey of Student Experience in the Research University (SERU) 2014
6. Study of the Educational Impact of International Students in Campus Internationalization
7. South Korean Undergraduate International Students' Experiences





# Projects, continued...

8. Career Services for Undergraduate International Students
9. Student Voices: A Report On First Year Experience of International Undergraduates
10. First-Year Student Thriving Quotient Survey
11. First-Year Courses Responses
12. Academic Impact of Compulsory Military Services on Korean Male International Students
13. Supporting Non-Native English Speakers at the University of Minnesota: A Survey of Faculty & Staff



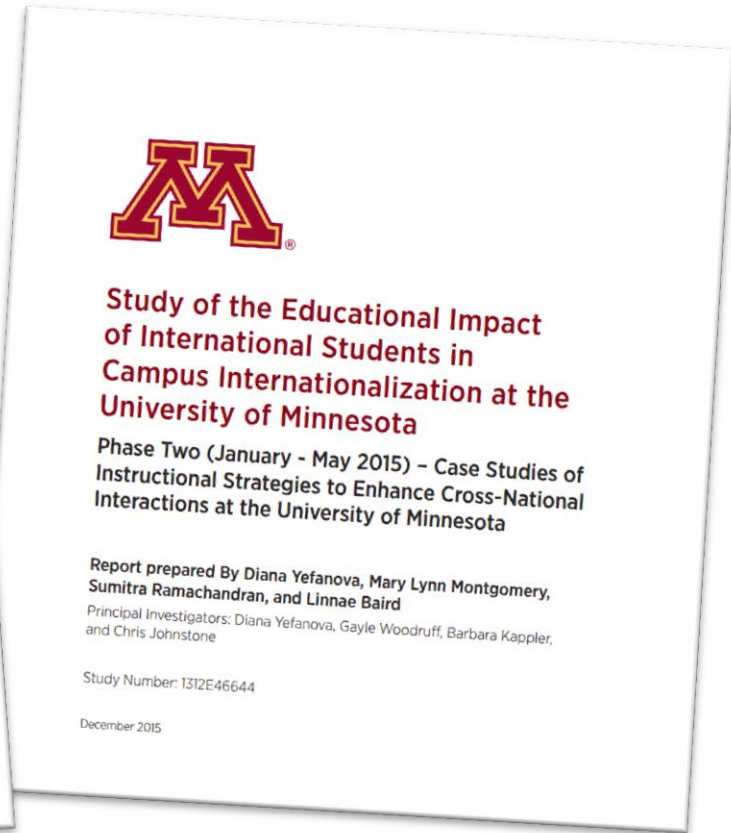
# References

Yu, X., Isensee, B., Kappler Mikk, B (2016). *Using Data Wisely to Improve International Student Satisfaction: Insights Gained from International Student Barometer*. In Bista, K. and Foster, C. (Eds.) *Exploring the Social and Academic Experiences of International Students in Higher Education Institutions*, (pp.212-232). Hershey, PA: IGI Global.

Mestenhauser, J. (1976). *Learning with Foreign Students. A Handbook for Student on How to Enrich Their Learning in International Studies, in International Education and Other Social and Behavioral Sciences Through Foreign Students*. International Student Adviser's Office, University of Minnesota.



Available On-Line: [z.umn.edu/edimpact](http://z.umn.edu/edimpact)



# Thank you for listening!

