

**Leadership Empowerment Program (LEP)  
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# **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)

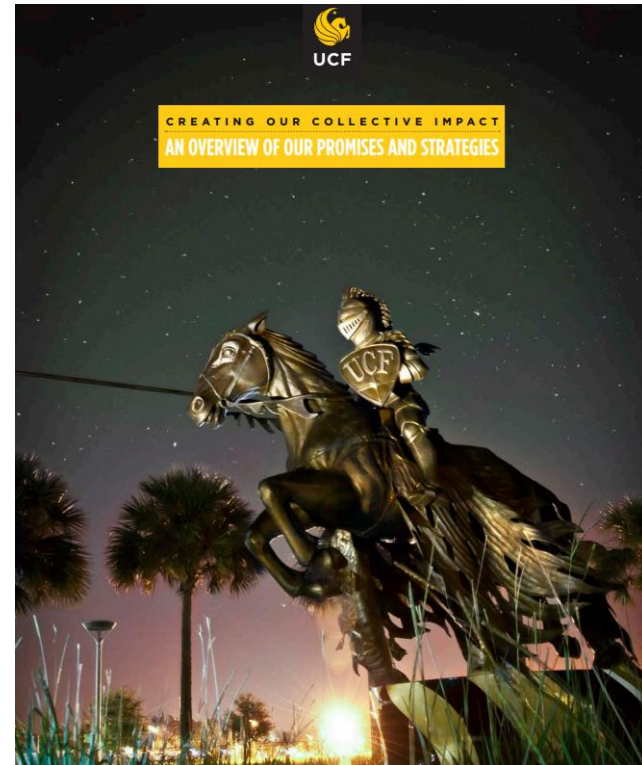


# Project Objectives

- 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

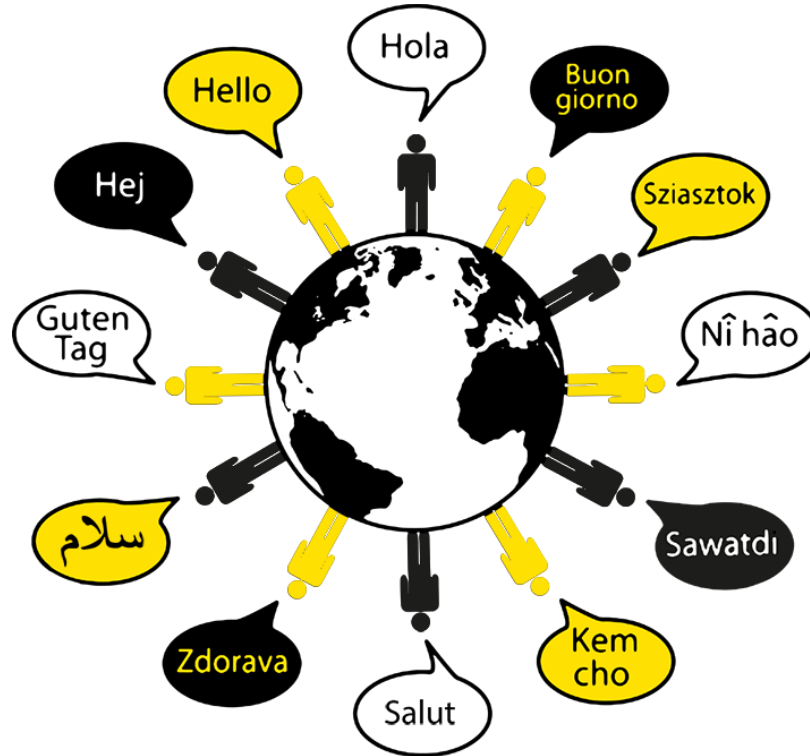
- A significant segment in higher education, especially STEM
- Face challenges and barriers on the way to academic success
- An “invisible and voiceless minority”
- Wealth of international, intercultural, and global knowledge, experiences, and perspectives
- Valuable assets for campus internationalization



# 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...

Countries of Origin	# of Faculty
Asia – 17 countries	148
Europe – 17 countries	75
North America (Canada, Mexico, and Caribbean) – 7 countries	43
Africa – 8 countries	22
Central and South America – 4 countries	15
Australia and New Zealand	2
<b>Total (as of Spring 2018)</b>	<b>305</b>



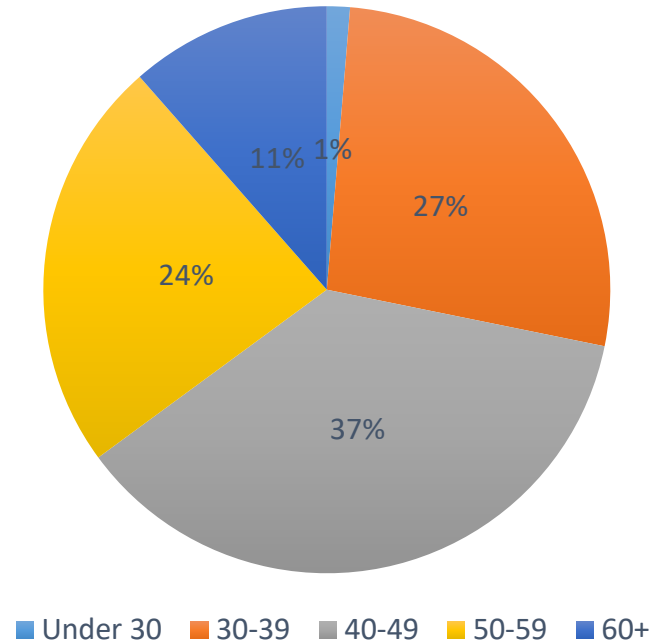
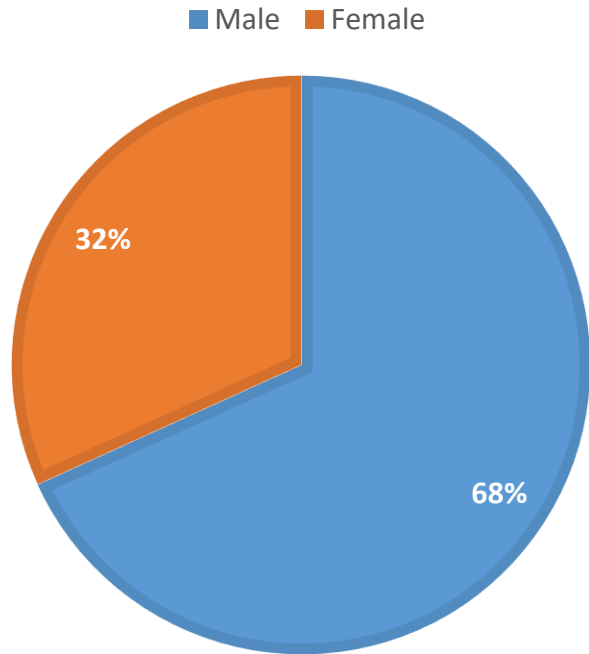
# Where IF are at UCF...

UCF Colleges	# of Faculty
College of Sciences	64
College of Engineering and Computer Science	58
College of Arts and Humanities	33
College of Medicine	19
Rosen College of Hospitality Management	16
College of Optics and Photonics	12
College of Health and Public Affairs	9
College of Business Administration	8
College of Education and Human Performance	4
College of Nursing	2
Other Academic Units	80

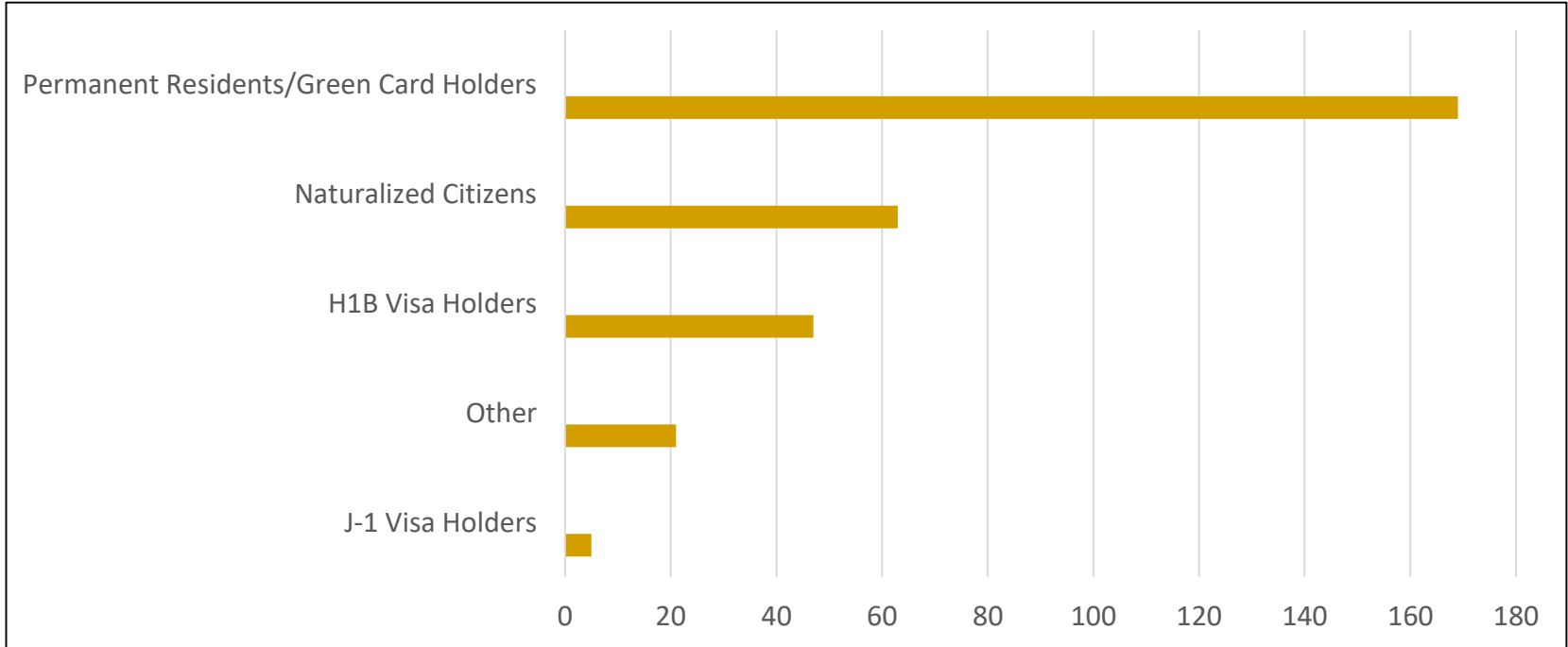
# What IF do...

<b>Academic Appointments</b>	<b># of Faculty</b>
Assistant Professor	102
Associate Professor	77
Professor	68
Instructor (all ranks)	22
Lecturer (all ranks)	20
Librarian (all ranks)	4
Research Associate	1
Other academic appointments/ranks	10

# IF Gender and Age Distribution

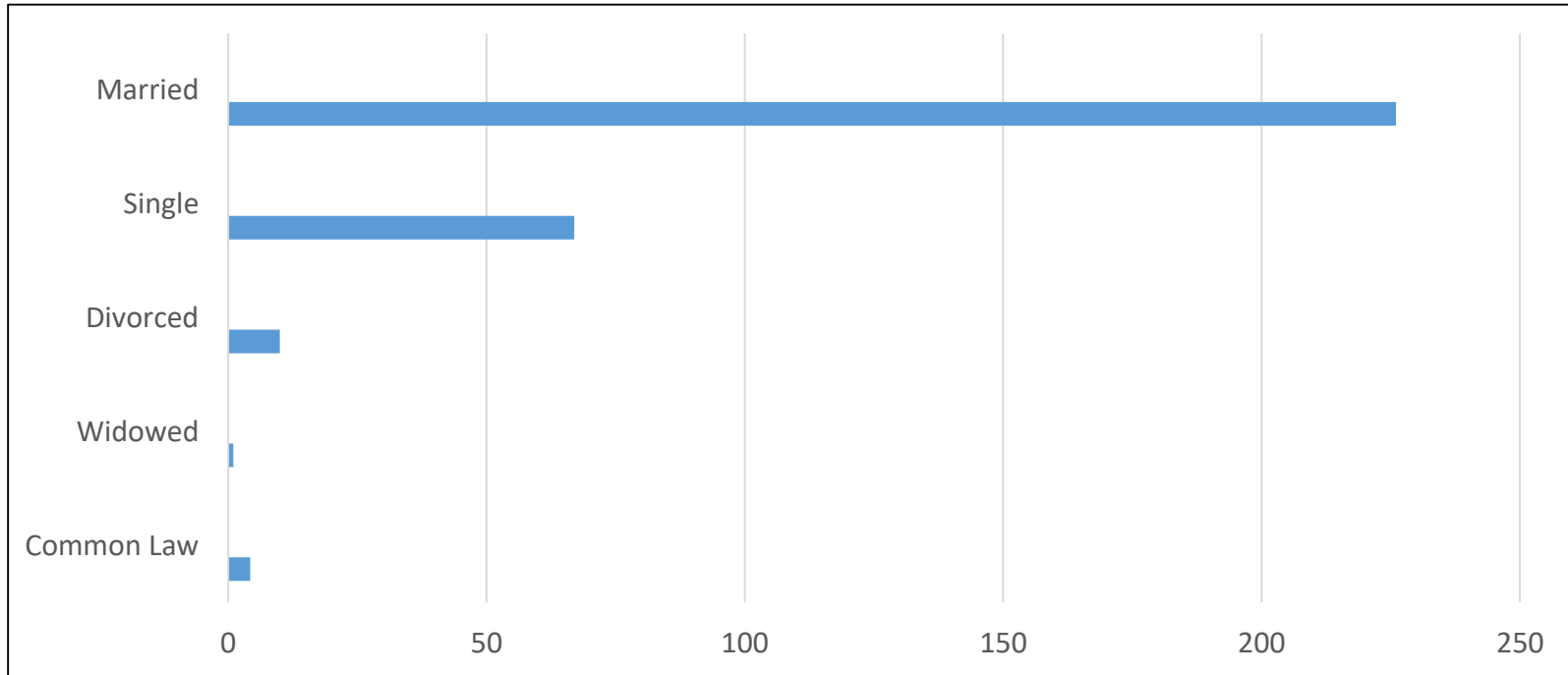


# IF Immigration Status





# IF Family Status



# Enablers for IF Integration and Inclusion

A



An international faculty community for knowledge sharing, peer support, and mentoring

B



A multi-faceted orientation/ integration program for new international faculty focusing on academics, culture, immigration, etc.

C



Opportunities to contribute to diversity and internationalization goals

D



Professional growth and leadership opportunities for international faculty

# 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

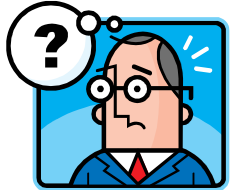
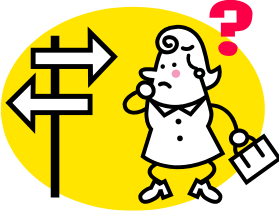
- IF can serve as **change agents** for the internationalization in higher education
- **International competency** as an asset for academic excellence and internationalization
- Academic institutions should create a **supportive climate** for IF
- IF should **proactively contribute** towards diversity and internationalization goals in higher education

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# Questions?





*Thank  
you*



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