FINAL REPORT

of the

AD HOC COMMITTEE ON
CULTIVATING CROSS-CULTURAL AWARENESS

Presented at the
705th Regular Meeting of the Faculty Senate
April 7, 2011

COMMITTEE MEMBERSHIP

Marilyn Billings
Carolyn Cave
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Kourosh Danai
Fadia Hasan
Nigar Khan
Peter Kumble
Tim Lang
Carlos Mendez
Howard A. Peelle, Chair
Anurag Sharma
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Mary Deane Sorcinelli
Jo-Anne Vanin
Lisa Wexler
Report by the Ad Hoc Committee on Cultivating Cross-Cultural Awareness*

INTRODUCTION

In accord with the new Framework for Excellence [2010], this Committee brings interest, experience and dedication to enhancing the university by recognizing the importance of internationalization on campus and possible concomitant needs for developing faculty awareness.

BACKGROUND

The University of Massachusetts Amherst is attracting more and more students from locations outside of Massachusetts and the United States. This recent influx of international students creates the attendant need for university faculty and staff to become knowledgeable about this diversity and be informed about potential challenges and opportunities this diversity may create on campus.

CHARGE

This Ad Hoc Committee was established by the Faculty Senate at its meeting of May 13, 2010 following an International Studies Council meeting with Provost Staros and was convened by Professor Howard A. Peelle in September 2010. The charge provided by the Faculty Senate stated "Given the increasing influx of international students on campus, the Committee will suggest ways to develop faculty awareness of various student populations, international relations, and sensitivity to variety in our students' cultural perspectives."

COMMITTEE MEMBERSHIP

Comprised of faculty, students and staff, the committee membership represented all schools/colleges on campus, undergraduate and graduate students, relevant administrative offices and Faculty Senate councils. Membership is listed on the cover of this report.

Schedule of Meetings:
September 22, October 27, November 17, and December 15, 2010
Chair: Howard A. Peelle, elected by Committee members

Highlights of meetings:

Specific objectives included:
- Review of current efforts to promote awareness of internationalization on campus
- Review of efforts by peer universities and comparison with our efforts
- Discussed needs assessment for faculty development of internationalization awareness and developed list of possible ways to develop this awareness (See APPENDIX 2)
- Developed list of resources (See APPENDIX 3)
- Design survey of international students’ perspectives
- Design survey of faculty perceptions of international students’ perspectives (See APPENDIX 4)

Internal processes:
Made decisions by consensus, with all views reported (See APPENDIX 1)
Confirmed overall objective to suggest ways to develop faculty awareness of internationalization on campus and considered specific objectives (See APPENDIX 1)
Discussed related issues (See APPENDIX 1)
Shared relevant data and resources (See APPENDIX 3)
Reviewed a draft survey of faculty awareness (See APPENDIX 4)
Compiled a list of 14 possible ways to develop faculty awareness (see APPENDIX 2),
prioritized the list by each committee member’s 10 preferences, tallied frequency counts,
and selected top two, next two, and next five (See APPENDIX 1) as recommendations

* n.b. The Committee used the revised name: Committee on Faculty Development of Internationalization Awareness

RECOMMENDATIONS

The Committee’s recommendations below are proffered simply as gists that beg to be operationalized. Indeed, we only speculate about who will initiate them -- realizing that they require further discussion, administrative decision-making, concerted action, follow-through, and professional evaluation in order to be effective. The recommendations are organized for convenience in three perspectives:

Institutional

Review current efforts to promote awareness of internationalization and inform UMA community. This review could be initiated by department heads, and a summary disseminated by the Development Office.

Review efforts by peer universities, compare with our efforts, and inform UMA community. This review could be conducted by the International Programs Office, and a summary disseminated to the campus community by e-mail.

Create a committee to study building an International Student Center at UMA. The Faculty Senate could create such an Ad Hoc Committee and report to the Chancellor. Possibly add “and Scholar” in Center’s name. Possibly include an advocacy group within the Center.

Include faculty representatives in Fall Orientation for international students. Each department could select a representative. (See following recommendation.)

Identify an International Coordinator within each department
Note: This last-minute idea was not discussed by the full Committee.

Faculty

Sponsor Brown Bag faculty colloquia. Such focus groups could be sponsored by IPO to attract faculty with informal exchange about a specific topic and free lunch.

Create opportunities for individual faculty consults with Center for Teaching. The Center for Teaching could offer consultation for faculty expressly concerned about classroom teaching and advising international students.

Conduct departmental workshops for faculty. The Office of Faculty Development could conduct workshops focused on internationalization awareness.
Students

Survey international students' perspectives of faculty awareness of their needs on campus.
IPO could design and conduct a survey. (See APPENDIX 4 for a draft.)
Note: Such a survey would only assess needs of students who are already here.

Invite a panel of international students to share their experiences.
Student Government Association could hold a panel for general audience in the Campus Center.
IPO could invite second-year students to speak at the Fall Orientation.

Arrange a “buddy” system for incoming international students
Note: This last-minute idea was not discussed by the full committee.

CONCLUSION

As this Ad Hoc Committee forwards these recommendations for further consideration, it may be worthwhile to revisit the basic question: Is there a problem with faculty awareness of internationalization on campus? Surely data from a needs assessment would be informative and could continue our committee’s start toward finding ways to accommodate international students well in the future.

ACKNOWLEDGEMENTS

Many thanks go to the committee for its valuable insights and vibrant, respectful discussions. Special thanks to members Marilyn Billings for tallying results, Mary Deane Sorcinelli for providing a meeting room and lunch, and those who helped with writing. Official thanks to the Faculty Senate for establishing the committee and (in advance) for processing this report.

APPENDICES

1. Summaries of Committee Meetings
2. Working List: Possible Ways to Develop Faculty Awareness of Internationalization on Campus
3. Data on International Students and Links to websites
4. Draft Survey of Faculty Awareness

MOVED: That the Faculty Senate receive the Final Report of the Ad Hoc Committee on Cultivating Cross-Cultural Awareness, as presented in Sen. Doc. No. 11-057, and thank the Committee for its excellent work.
Our first meeting was a good, engaging start toward important work this semester. Here is a streamlined summary:

1. Convener Howard Peelle welcomed committee members, and we introduced ourselves while expressing interest in the committee’s goals.

2. IPO Director Frank Hugus provided background data on incoming international students and their countries of origin.

3. Howard Peelle agreed to chair the first meeting. Selection of the committee chair will be determined after volunteers and nominations are sought officially from all committee members by e-mail.

4. The committee seemed to prefer meeting about once each month during the fall; seeking consensus for internal decisions, noting differing viewpoints, and voting when necessary; communicating mainly by e-mail; conducting work via Task Forces as needed; reporting simply; and fulfilling our charge by the end of the semester.

5. The committee referred to the Faculty Senate’s charge and began to discuss specific objectives, such as reviewing current efforts on campus, comparisons with other universities, and needs assessment.

6. Some relevant issues were identified:
   a. Potentially controversial wording of our committee name
   b. Inviting interested resource people to attend our meetings
   c. Recruiting student committee members
   d. Identifying international faculty
   e. Mentoring for all faculty

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2010 OCT 27

**Summary**

Present: Howard Peelle, Mary Deane Sorcinelli, Nancy Condon, Nigar Khan, Peter Kumble, Anurag Sharma, Lisa Wexler, Zhongwei Shen, Tim Lang, Kourosh Danai, Carlos Mendez, Fadia Hasan; Frank Hugus, Richard Yam

Introduction of Committee Members (continued)

All present introduced themselves briefly.

Election of Committee Chair

The committee elected Howard Peelle as chair by unanimous vote.
Final Committee Objectives

The committee confirmed by consensus that its overall objective is to:
Suggest ways to develop faculty awareness of internationalization on campus.

The committee discussed five possible specific objectives from our agenda, including the following (paraphrased) comments and suggestions:

1. Review current efforts to promote awareness of internationalization on campus

Check with key personnel who have extensive knowledge.
Refer to existing databases.
There may be big differences across departments.
IPO efforts include: Support Groups for international students' adjustment, plus Around-The-World Woman and American Culture and Language Program for faculty, students, families
Distinguish from efforts re diversity, disability services, etc.
Distinguish undergrad and graduate level.
Distinguish cultural and academic (standards, evaluation, plagiarism, etc.)
Some language programs were designed for international students but now serve domestic students also.
30 years ago, UMA was better set up for international students.
Many students decide to come to UMA via word-of-mouth and friends.
Consider the Writing Program.
Language is the main issue. (How to compensate?)
There is little structure for ESL now.
There is no International Student Center at MA!

2. Review efforts by peer universities and compare with our efforts

A tall order!
Just compare with vibrant universities.
Include TAs?
Peer institutions have many types of programs.
Phone peer university contacts and find facts.
Need to focus selectively from a myriad of domains.
Cost of insurance may deter enrollments.
See NAFSA’s report on Senator Paul Simon Award for Campus Internationalization

3. Needs assessment for faculty development of internationalization awareness

Seems early; possibly after 1 and 2 (above).
First: Know what the problem is.
Must get sense of 20,000 people!
Clarify purpose and personnel.
How to target faculty awareness?
Move toward making UMA a more inviting place. (The big picture.)
Need for faculty and students to work together harmoniously.
Infrastructure is needed to direct students properly.
Resources must be allocated.
Policies and procedures are needed.
Is this a faculty problem?
Faculty have many other pressing concerns (Is this a big enough problem?)
The question has been asked.
4. Design survey of international students’ perspectives

A draft survey was distributed by Nancy Condon from IPO. Could be premature. Better to be very careful. Need to pilot any survey. Communication channels and responsiveness should be considered. Check with Resident Life staff. Consider key areas to investigate.

5. Design survey of faculty perceptions of international students’ perspective

To seek understanding, try conversations. Perhaps focus groups. Survey is not the end. (Need to analyze patterns.) What are the issues?

Assignment of Task Forces

The committee did not finish discussion its specific objectives, although several people volunteered to do fact-finding and provide relevant information. Some task forces may be formed, as needed, after discussion by e-mail or by decision at the next meeting.

Discussion of Related Issues

In addition to issues related to the committee’s objectives (above), the following meta-issues were mentioned:

- Need to reconsider our charge
- Rewording our committee name

Please let me know if there are any errors or omissions here. Thank you.

Sincerely,
Howard A. Peelle

2010 NOV 17

Summary

Present: Howard Peelle, Mary Deane Sorcinelli, Nigar Khan, Jo-Anne Vanin, Anurag Sharma, Lisa Wexler, Carolyn Cave, Zhongwei Shen, Tim Lang, Kourosh Danai, Marilyn Billings; Frank Hugus

Announcements

Committee Membership Introductions (continued)
Internal Search Underway for new Vice-Provost for International Programs

Plans for Completing Committee Work

Discuss and prioritize possible ways to develop faculty awareness of internationalization
Frame about top ten as recommendations for our report
Forward report to Faculty Senate Office
Chair will meet with Rules Committee
Faculty Senate will vote on motion to accept report
Report will be forwarded to central administration
Discussion and Prioritizing

The committee discussed items from a working list of 14 possible ways to develop faculty awareness of internationalization on campus.

Each committee member was asked to choose 10 items for the heart of our report.

Frequency counts will be tallied by our Faculty Senate representative.

Related Issues

The following issues arose during the committee discussion:

- Items beg for more detail, but OK to leave as broad due to time constraints.
- Many items are means, not ends.
- Survey what? Any survey must be refined and designed carefully.
- Need specifics: what is essential to educate faculty?
- Need clear picture.
- Students need education re 9/11, etc.
- International students can enlighten us.
- More infrastructure needed as well as awareness in classrooms.
- Students may be more concerned with where they live than classroom or faculty awareness.
- Survey data for grad students exist. Can we get this info?
- UGs have different views -- academic and personal.
- Consider both constituents, especially where new growth occurs.
- Tie into UMA plans.
- Consider scale: change is drop in bucket.
- Perhaps half of increase 2-3k over next 10 years. Will change nature of UG classrooms.
- Let’s prepare for increase of 200 as practice for 2k.
- Note difference by discipline: More in sciences, engineering, public health
- Already high % of grad students who are more experienced and more aware.
- UGs in all departments are affected by General Ed requirements.
- Do problem solving from ground up. First, see what has been done by good institutions.
- Focus on generating revenue rather than faculty development.
- Recruit students based on a friendly UMA. China should be one focus. NB: New MAT in Chinese.
- Study other universities similar to UMA. Measure effect size.
- Note Senator Paul Simon Award for Internationalization.

Ideas:

- Create advocacy group for international students.
- Make comfort of international students profitable.
- Consider advertising/marketing to increase awareness of a product.

Suggestions for organizing our committee report:

- Recommend only top 2 or 3 or at most 5.

- Structure in 3 sets: Student, Faculty, Administration/Institutional Systems.
- Or 1. International Student Needs, 2. What we think we do, 3. What other institutions do.
- Focus on students’ concerns: Financial, Housing, Academics, Comfortable Transition to USA.
- 1. Information Gathering, II. What we Do (and Don’t Do), III. What to Do.
- Relevant Literature, Study, then Recommendations.

Revise/refine our charge.

- Charge is vague and indirect.
- Charge derived from focus on influx of international students.
- Charge is narrow, only sliver of pie. Focus on making environment comfortable for students.
- We could study this to death, but . . . (don’t).
Present: Howard Peelle, Anurag Sharma, Carolyn Cave, Peter Kumble

Several members of the committee volunteered to work on writing our report. We considered what should go into the report, how to organize our recommendations – clarifying the (3) proposed bins, and how to indicate different perspectives, as well as who would initiate action.

The following bins seemed reasonable for presenting our 9 recommendations:

Institutional:
1. Review current efforts to promote awareness of internationalization and inform UMA community.
2. Review efforts by peer universities, compare with our efforts and inform UMA community.
13. Include faculty representatives in Fall Orientation for international students.
14. Create a committee to study building an International Student Center at UMA.

Student:
4. Survey international students’ perspectives of faculty awareness of their needs on campus.
9. Invite a panel of international students to share their experiences.

Faculty:
10. Create opportunities for individual faculty consults with Center for Teaching.
11. Conduct departmental workshops for faculty.

We also spontaneously brainstormed some new ideas:

15. Identify an International Coordinator within each department
16. Assess international students’ mental status and help them find appropriate outlets to de-stress
17. Determine why international students misinterpret some academic assignments
18. Arrange a “buddy” system for incoming international students

Finally, we briefly revisited the basic question: Is there a problem with faculty awareness? Without data from a needs assessment, our committee’s work is only a start toward finding answers.

Howard Peelle distributed a first draft of the report for immediate feedback.
Committee on Faculty Development of Internationalization Awareness

APPENDIX 2

Working List: Possible Ways to Develop Faculty Awareness of Internationalization on Campus

1. Review current efforts to promote awareness of internationalization and inform UMA community.

2. Review efforts by peer universities, compare with our efforts, and inform UMA community.

3. Conduct a needs assessment for faculty development of internationalization awareness.

4. Survey international students’ perspectives of faculty awareness of their needs on campus.

5. Survey faculty and staff perceptions of international students’ perspectives.

6. Encourage informed faculty-student conversations to promote awareness and to seek understanding of international issues.

7. Hold focus groups on specific relevant issues.


9. Invite a panel of international students to share their experiences.

10. Create opportunities for individual faculty consults with Center for Teaching.

11. Conduct departmental workshops for faculty.

12. Provide information connected to faculty interests in research, UMA reputation, etc.

13. Include faculty representatives in Fall Orientation for international students.

14. Create a committee to study building an International Student Center at UMA.
Committee on Faculty Development of Internationalization Awareness

APPENDIX 3

Resources

Childress, Lisa K. “The Twenty-first Century University: Developing Faculty Engagement in Internationalization.” New York, Peter Lang Publishers, 2010. This book presents strategies that can be used by faculty and administrators to encourage faculty engagement in international activities on and off campus, including education abroad.

Links to Websites

American Council on Education. Mapping Campus Internalization  
http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/tool/map/index.htm

International Education as an Institutional Priority  

“Leading higher education institutions have recognized this by “going global” and internationalizing their campuses. Yet surprisingly few colleges and universities make “international” a central part of what it means to become educated.”

NAFSA: Association of International Educators is a member organization promoting international education and providing professional development opportunities to the field. Hundreds of NAFSA members volunteer to serve the association and thousands advocate for international education. http://www.nafsa.org/

Through its Senator Paul Simon Award for Comprehensive Internationalization, NAFSA: Association of International Educators recognizes institutions for overall excellence in internationalization efforts as evidenced in practices, structures, philosophies, and policies. NAFSA’s Senator Paul Simon Spotlight Award is presented to institutions with specific innovative international programs or initiatives.

Data on International Students

Date: Mon, 6 Dec 2010 16:45:29
From: ryam ryam@ipo.umass.edu
To: Howard Peelle hapeelle@educ.umass.edu
Subject: Re: Voluntary DEC 15 Meeting of Committee on Faculty Development of Internationalization Awareness

HAP:

For your information:

1. FALL 2010: 1044 International Freshman Apps, 558 admitted, and 55 (77) enrolled. “even offered $$$! I think the yield this fall was even lower than in previous years”
Committee on Faculty Development of Internationalization Awareness

APPENDIX 4

Draft Survey of Faculty Awareness

Survey of Faculty Awareness of Internationalization on Campus

1. Default Section

Given the increasing number of international students on the UMass Amherst campus, The Committee on Faculty Development of Internationalization Awareness has been asked by the Faculty Senate to suggest ways to develop faculty awareness of various student populations, international relations, and sensitivity to variety in our students’ cultural perspectives. The Committee needs your feedback to help learn about the international student perspective with regards to faculty awareness. Your responses will be totally anonymous. The survey should take you under 10 minutes to complete. Thank you for your participation.

2.

1. What is your gender? ______________

2. What country do you come from? ______________

3. What is your level of study?
   ____ Undergraduate ____ Master’s ____ Ph.D.

4. What is your area of study?
   ____ Arts and Sciences ____ School of Engineering ____ School of Education ____ Humanities
   ____ School of Management ____ Social & Behavioral Sciences ____ Natural Sciences

5. How long have you been in the U.S.?
   ____ Less than one year ____ 1-3 years ____ 3-5 years ____ More than 5 years

6. How long have you been at the University of Massachusetts Amherst?
   ____ Less than one year ____ 1-3 years ____ 3-5 years ____ More than 5 years

7. What is the primary reason you chose to study at the University of Massachusetts?
   ____ To learn about the culture/people of the U.S.
   ____ Academic Quality of the University
   ____ Availability of financial aid
   ____ Family member or friend attends UMass Amherst, MA 01003
   ____ Location of the University within the U.S.
   ____ Research opportunities
8. What is your level of satisfaction with the following:

<table>
<thead>
<tr>
<th>Not Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Moderately Satisfied</th>
<th>Very Satisfied</th>
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</table>

- Faculty knowledge of your cultural perspective
- Faculty knowledge of your home country
- Faculty empathy for international student issue
- Faculty interest in your country and culture

9. Do you feel faculty treat you differently than how they treat the U.S. students?

- Yes
- No

If you answer is yes, please comment:

10. Please share your suggestions for how the faculty at UMass can better meet your needs as a student and as part of the campus community.