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The Development and Implementation of a Short-Term International Practicum for Pre-Service Educators

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Abstract

This paper describes the design and initial implementation of the International Leadership in Education Assessment and Pedagogy Practicum (I_LEAP), a short-term experience for preservice educators. The program's design and implementation goals were embodied in two questions. What experiences should be included in a short-term international practicum for preservice educators? How did the implementation unfold? Six participants, five pre-service administrators, and one pre-service teacher participated in the 2016 pilot program in China. The meeting of program learning objectives and gains in global competencies and cultural responsiveness were evident from language test pass-rates and post-experience reflections. The program's creation and implementation resulted primarily from employing university-based Educator to Educator resources. This paper provides a blueprint for leveraging similar resources and partnerships to create and implement valuable and meaningful learning experiences in which students can explore their world beyond the classroom.

Keywords: Educator to Educator, international experiences, preservice educators, global competences, cultural responsiveness.

The International Leadership in Education Assessment and Pedagogy Practicum (I_LEAP) has its roots in the author's professional interests and her own initial experience in China as a member of an Educator to Educator (E2E) delegation in 2014. E2E delegations are one of several ongoing efforts to build relationships and improve collaboration between a group of participating institutions: The University of Toledo (UT), Yanshan University (YSU), and the UT Confucius Institute (UTCI). UTCI programs support collaborative exchanges between the faculty, staff, and students of UT and YSU. Among the program's stated cultural exchange goals are learning Chinese language and culture, building partnerships, and making connections with other educators (UTCI, 2016). Both UT and YSU, as well as their respective cities of Toledo, Ohio and Qinhuangdao, Hebei Province have "sister relationships." President Dwight Eisenhower's 1956 Conference on Citizen Diplomacy is credited with the origins of the "Sister Cities" and "People-to-People" movements that seek to build lasting peace through citizen diplomacy (Sister Cities International, n.d.). These relationships are informal, people-to-people, transitional cultural exchanges in which mutual understanding, friendship, and intercultural awareness are affirmed (Smith, 1990).

Though I am a fairly well-traveled and self-identified "multi-international" individual, this was my first visit to China and Asia. I had turned down similar opportunities in the past

partly because of logistical and timing issues related academic duties. However, a new opportunity to be a member of a delegation that included university faculty and staff from several colleges (Education, Law, Medicine, Music, and Visual Arts) and support entities (Study Abroad, Computer Operations, and the Registrar) presented itself in the summer of 2014. The summer travel meant minimal scheduling conflicts and therefore no real excuses. So, I traveled with the delegation in July 2014 and had a life-changing experience that has influenced my professional trajectory and changed my outlook. As I later reflected on my own personal and professional growth from this education abroad experience, two thoughts came to mind. The first was the potential value of a global, cross-cultural experience for pre-service educators, especially teachers. The second was the logistics of developing and implementing a similar experience for them. Such an experience could further support pre-service educators' preparation to work in diverse schools and educational settings.

The demographic paradox of America's P-12 schools – an increasingly diverse population (includes race, ethnicity, sexual orientation, religion, economic, and other categories of difference) prekindergarten through 12th grade (P-12) taught and overseen by a primarily White, non-diverse teaching force – has been the subject of a decades-long conversation (National Summit on Diversity in the Teaching Force, 2002; National Collaborative on Diversity in the Teaching Force, 2004; U.S. Department of Education, 2016). The 2017 Conditions of Education report from the United States Department of Education (McFarland, et al., 2017) shows a continued trend of an increasingly diverse prekindergarten to Grade 12 (P-12) student population in both public and private schools. Non-white student public school enrollment is projected to increase from 49% in 2011 to 52% in 2024. English Language Learners (ELLs) accounted for 9.4%, and, in public schools, ranged from 1% to 22.4% in some states. As at 2011, the enrollment of White students in Catholic, other sectarian, and non-sectarian private schools was 40%, 40%, and 20%, respectively. Contrary to the student demographics, the P-12 teaching force is expected to remain largely White, middle class, female, and monolingualistic (English speaking). In the 2011-2012 school year, approximately 81% of public school teachers were White and 76% female. Similarly, approximately 88% of private school teachers were White and 93% female. Public school leadership was also mostly White at 80% in 2011. Moreover, the newer generations of graduates will also be working in a context that is increasingly economically segregated (Fry, 2007; Musu-Gillette, et al., 2016; McFarland, et al., 2017).

The College's programs' field experiences and internships are in alignment with State licensure (Ohio Department of Higher Education, 2018) and national accreditation requirements (CAEP, 2013). Providing an additional short-term global experience, much like the one I had, if within alignment with certification requirements, might support participants' personal and professional growth as they experience first-hand another culture that is vastly different from their own. In fact, the Association of American Colleges and Universities (AACU, 2019) has identified Global Learning, in which students interact and engage with a variety of cultures, as one of several high impact practices that are beneficial to college students' retention, learning experiences, and learning outcomes. Therefore, for pre-service educators, especially those with

limited exposure to diverse contexts, the resulting authentic and personal experiential insights into issues of race, language, culture, diversity, and “difference”, should further support their learning and professional disposition including cultural responsiveness (Gay, 2002. 2013, 2018). Moreover, the experience would also be alignment with the larger push for internationalization in higher education including teacher education (National Education Association, 2010; Mansilla & Jackson, 2011), as well as the E2E movement (Sister Cities International, n.d.; Smith, 1990; UTCI, 2016). As a former National Council for the Accreditation of Teacher Education (NCATE) coordinator and a member of the Educational Foundations and Leadership faculty, I am intimately aware of academic program and licensure requirements. I am therefore qualified to determine how a short-term international field experience could align with and complement existing program offerings and licensure requirements.

Though the constraints such as cost, time, and logistics for such a program were not lost on me, my enthusiasm for developing a short-term international practicum grew throughout my own 8-day experience. Thus, the initial design for the I_LEAP program began in earnest in 2014 and was completed the following summer during a second trip to China as part of another delegation. My participation in 2015 served both an institutional and a personal purpose, the latter being moving from cultural explorer to academic program designer. My specific program designer goal was designing and implementing a short-term practicum that would bring the many faces of China to my students’ educator preparation experience. The funding opportunities, my own experiences and growing connections with Yanshan University, the diversity of the Chinese people in terms of ethnicity, economics, setting, and historical significance of the country itself, made China the ideal choice for initial implementation. Figure 1, shows the roughly 6,600-mile journey from Detroit to Beijing. It reinforces the notion of separation from one’s familiar context and culture for an adventure across the world in different space, beginning with a 13-hour flight.

Figure 1
Map of flight from U.S. to Beijing, China



This larger program design goal was embodied in two sub-questions. 1) What experiences should be included in a short-term international practicum for preservice educators? 2) How did the implementation unfold? The remainder of this paper will describe the initial creation of I_LEAP, its 2016 pilot implementation, an evaluation of learning outcomes, and challenges faced. While the context is educator preparation, the program design and the

application of theoretically-supported strategies and design frameworks are pertinent to any discipline, making this work significant for a broad spectrum of multidisciplinary readers interested and/or already engaged in providing short-term E2E-supported global and cross-cultural experiences.

Literature Review

International Experiences

International experiences are pathways to engaging in diverse perspectives and confronting misconceptions (Bloom, 1998). These professional and personal development opportunities support increased pedagogical knowledge and cultural competences, and promote cross-cultural sensitivity, including checking assumptions about one's own and other cultures (Alfaro, 2008; Chacko & Lin, 2015; Henry & Constantino, 2015; Lopes-Murphy, 2014; Lopes-Murphy & Murphy, 2016; Malewski, Sharma, & Phillion, 2012; Mahon & Cushner, 2002; Mahon & Stachowski, 1990; Sharma, Phillion, & Malewski, 2011; Stachowski & Spark, 2007; Quezado, 2004). International field experiences have also been described as transformative as preservice teachers leave their comfort zone, learn to adapt, solve problems and become more confident (Mahon & Cushner, 2002). Pre-service educators experience what it is like to be the outsider, which leads to a greater understanding of how cultural and other differences can affect the teaching and learning dynamics of diverse American classrooms (Quezado, 2004). The increasingly diverse student population is one of many topics of discussion concerning American elementary and secondary schools.

Educations' Demographic Challenges

The importance of an available and ready teaching force, teacher shortages, and the America's P-12 demographic shifts have been part of a national conversation for decades (National Summit on Diversity in the Teaching Force, 2002; National Collaborative on Diversity in the Teaching Force, 2004; U.S. Department of Education, 2016; Warner-Griffin, Noel, & Tadler, 2016). Various national reports (Fry, 2007; Musu-Gillette, et al., 2016; McFarland, et al., 2017) reflect the continued paradoxical trend of a demographically stagnant teaching force and administrative leadership that are largely White, middle class, monolingual (English), and female (teachers)-- but overseen by male administrators. These teachers and administrators themselves are products of the school systems that produce and hire them, many of which continue to be segregated along socioeconomic and racial lines (Fry, 2007). Despite these historical and situational challenges, the reality remains that university-based education programs that also lack diversity (National Center for Educational Statistics (NCES), 2017a; Myers, 2016a, 2016b) will likely continue to produce mostly White graduates (NCES, 2017b). Cultural competence has a long history of being linked with school and teacher quality, as well as student achievement, especially for students in most minority groups (Coleman et al., 1966; Goldhaber, 2016). Therefore, these programs must continue to prepare culturally responsive

(Gay, 2002) candidates for diversity in all its forms such that these educators can support the learning of all students they may encounter in their classrooms and schools (CAEP, 2013, 2017; CCSSO, 2013; Sleeter & Thao, 2007). This includes providing as many diverse and cross-cultural experiences for its preservice candidates as possible. And to do that requires developing innovative programs and experiences that supplement prescribed licensure-based content and field experiences to include global experiences where feasible (CAEP, 2013).

Culturally Responsiveness and Global Competences

Educators and schools engaging in culturally responsive teaching, also known as culturally responsive pedagogy, recognize the power of teaching and draw on the cultural and linguistic strengths of communities and students (Gay, 2018). Culturally competent and responsive educators are practitioners who are able to connect knowledge, skills, and instructional strategies to navigate cultural borders (Gay, 2013) to support the academic growth and success of students (Darling-Hammond & Bransford, 2005; Gay, 2002, 2013; Ladson-Billings, 1995). Culturally responsive teaching uses cultural characteristics knowledge and experiences, and diverse student perspectives, to support effective teaching and make learning experiences more relevant (Gay, 2002, 2013). In addition to traditional coursework, cultural responsiveness and competence development can be achieved as part of educating for global competence, defined as “the capacity and disposition to understand and act on issues of global significance” (Mansilla & Jackson, 2011, p. xiii). This is aligned with core educator preparation values as reflected in CAEP standards that articulate the importance of “developing an educator workforce that can effectively motivate and support P-12 student learning and development at globally competitive levels” (CAEP, 2013, p.6).

Global competence is essential for a multicultural society and for competing in a global world (Mansilla & Jackson, 2011; CAEP, 2013; CCSSO, 2013; NASFA, n.d.; NEA, 2010; U.S. Department of Education, 2012), and recognition of this necessity has led to an increased focus on international and global perspectives in educational systems in recent years (Altbach & Knight, 2007; Gay, 2018). Having the capacity to work, communicate, and collaborate across cultural and even national boundaries is a reality for 21st century graduates. Globally competent graduates can be prepared through disciplinary and interdisciplinary study to investigate the world beyond their immediate environment, recognize their own and others’ perspectives, translate ideas into appropriate action to improve conditions in their respective settings, and communicate effectively with diverse audiences (Mansilla & Jackson, 2011). Educating for global competency extends the ideas of diversity and cultural competency by incorporating effective communication and collaboration, as well as the development of global awareness that supports social responsibility (ESG, 2015; Lumina, 2014; UNESCO, 2009; NAFSA, n.d.). Culturally responsive pedagogy extends beyond national boundaries and is relevant to all aspects of the educational system (Gay, 2018). American education accreditation also recognizes the need for educators to be globally competitive (CAEP, 2013) and to connect content knowledge to local, state, national and global issues (CCSSO, 2013). All of these emphases show that the

importance of cross-cultural experiences for pre-service educators is broadly recognized. International experiences such as study abroad programs enable participants to have authentic, first-hand experiences of other cultures that help to fulfil this need.

Barriers to Traditional Study Abroad

Traditional study abroad experiences including international student teaching require students to go abroad for periods ranging from one or more weeks to several months. The typical study abroad experience occurs during the summer (38%) and is a semester long (31%); fewer than 11% are two weeks or less (Institute of International Education, 2017a, 2017b). These opportunities are oftentimes out of the reach of most students, including preservice educators, for a variety of reasons including cost and selectivity (Knight, 2005). Additionally, personal and family obligations and issues including work and, for some, fear and limited international travel exposure likely contribute to limited participation. These barriers have resulted in study abroad participants, much like the American teaching force, being relatively homogenous in terms of gender (65% female), race (74% White) (NCES, 2015, Table 310.10), and socioeconomic status (Destoff, 2006). Compounding this already skewed pre-service educator demographic is the reality of Education students having among the lowest rates of participation in study abroad experiences. Participation rates range from a high of 4.2% in 2011-2012 to 3.4% in 2015-2016 (Institute of International Education, 2017c), placing Education students near the bottom of the 12 fields reported. Thus, it is highly unlikely that the majority of pre-service educators, will develop global and cross-cultural competences through traditional study abroad programs. Therefore, it is incumbent on faculty and administrators to leverage available resources to develop additional pathways to bridge this participation gap. One such innovation is I_LEAP, a short-term, co-curricular global experience specifically designed with upper-division pre-service teachers in mind.

Methods and Procedures

Participants

The initial goal for this study was to attract at least eight students, which felt like a reasonable number for a pilot implementation. Of the 45 eligible pre-service teachers, four showed interest and one fully committed. This unfortunately reflected the previously mentioned trends (Institute of International Education, 2017c, Destoff, 2006, Knight, 2005). This low interest created an additional problem related to UTCI funding. This critical resource upon which I_LEAP depends for in-China expenses and logistics, typically requires enrollment numbers between 15 and 20. While an argument could be made for a lower pilot cohort size, one student would not meet this standard. Therefore, it became necessary to recruit additional participants beyond those for whom the practicum was initially intended. Enrollment was opened to graduate-level pre-service educators and non-UT undergraduates of any discipline. Five additional participants were recruited from the extended pool of 9 that included three out-of-state non-Education undergraduates and six UT pre-service administrators. The final cohort of six,

five pre-service administrators and one pre-service teacher (three males and three females), received UTCI funding, making the 2016 pilot I_LEAP viable. The final delegation of 8 included two faculty members, one of them the author.

Learning Design Framework and Context

I_LEAP's design is contextualized within a larger competency-based curriculum and course design model, as shown in Figure 2. Haughton's Ready Develop Integrate Perform (RDIP) Model describes a competency-based approach that informs course and program designs and related assessment activities, processes, and decisions (Haughton, 2017). The model is an integration of several learning frameworks: Bloom's Cognitive Taxonomy (Anderson & Krathwohl, 2001; Bloom & Krathwohl, 1956); The Conceptual Learning Model (U.S. Department of Education, n.d.; Voorhees, 2001); cross-functional competences (Rothwell & Graber, 2011); The Bologna Process and the Dublin Descriptors (ESG, 2015); and, Degree Qualifications Profiles (DQP) (Lumina, 2014). The inverted pyramid reflects growth in mastery and learning and the adjoining table relates learning experiences, types of performance, and assessment through the lens of the Bloom's Cognitive Taxonomy. The progressions from readiness (*Ready*) to mastery (*Perform*) describe performances at each progression. *Communication and Collaboration* are cross-cutting competences that are engaged before and developed throughout the learning experience. Learners must develop the ability to communicate in a variety ways and contexts, to a variety of stakeholders, and must also be able to engage in successful collaborative work with others including domestic and international peers, in multiple settings including field experiences.

I_LEAP is a structured, short-term, co-curricular, non-credit, global experience that was designed to build on learning outcomes in a required Assessment of Learning (ASMT 4666) course (micro-level experience). The non-credit decision spared potential participants from additional tuition and fees, which in turn, limited their practicum-related costs to travel expenses such as passports, airfares, and visas.

The two broad learning goals were: 1) develop global competence in a non-Western culture through the acquisition of language and cultural skills (LO1), and 2) integrate global competences in the instructional and assessment process (LO2). The relationship between I_LEAP, the ASMT4666 course, and the course's culminating experience are also described in Figure 2. The course is required for pre-service education juniors (upper division) as part of the preparation for the student teaching internship the following year, which also included their final short-term field placement in local schools. Both the assessment course and the short-term field experience occur at the *Integrate* level of the pre-service education degree program. The assessment course's goals and learning objectives complement the students' work in their field experience as they learn about and engage in a cycle of assessment planning. The course's *Perform*-level culminating experience is a comprehensive unit assessment plan that includes academic standards, learning objectives with Bloom taxonomy levels, test items, evidence of student learning from test results, and a reflection of how data should be used for further

instructional planning and supporting their students' learning. These are necessary experiences that prepare pre-service teachers for their program's culminating *Perform*-level experience, the student teaching internship.

The I_LEAP practicum is also an *Integrate*-level program experience because it is meant to be offered to preservice teachers who are completing requirements for student teaching the following academic year. I_LEAP in this context is a supplemental, carefully crafted and scaffolded integrative learning experience that enables participants to learn about the culture and academic practices of schools (higher education and P-12) in a non-Western context, in this case, China. This authentic experience should enhance their development of cross cultural and global competences, which, in turn, should further their engagement of culturally responsive teaching practices. The addition of preservice administrators required minimal changes to the I_LEAP design. All were licensed teachers who were employed in local schools. Like preservice teachers, the five preservice administrators were also in the advance stages of their respective programs in Educational Leadership. These preservice administrators were to apply content knowledge and develop school-based professional leadership skills. All were completing their second required field experience for a school administrator licensure. The goals of the administrative field experience were similar in intent to those of student teaching for preservice teachers, but different in terms of lens and focus at the school level rather than the classroom. Hence the I_LEAP experiences would engage ideas around education, assessment, and pedagogy at the school leadership level. Moreover, the objectives of I_LEAP aligned with multiple dimensions of the Educational Leadership Constituent Council (ELCC, 2011) accreditation standards (National Policy Board for Educational Administration, NPBEA, 2011).

Data Sources and Analysis

Quantitative and qualitative data sources were examined. The quantitative data source was the Chinese language and culture test pass rates. All I_LEAP delegates including the two faculty leaders took a basic Chinese language and culture course at YSU, which was followed by a post-course test. UT faculty had no input in either the course or the test. The qualitative data sources included student post-practicum reflections, and field notes including photograph records. Students were asked to submit reflections to describe their respective experiences. Data analysis and visualization used the ATLAS.ti knowledge workbench (Scientific Software Development (Germany), 2013-2018). The thematic analysis (Creswell, 2013) of the student reflections was themed within two related frameworks.

The first framework is Gay's (2002) five essential elements of culturally responsive teaching. In element one, educators *develop a cultural knowledge base* by learning about diverse students' values, traditions, communication styles, other characteristics, and contributions, and examine how these influence performance, behavior, equality, and other issues. In element two, *design culturally responsive curricula*, educators integrate their cultural knowledgebase into curriculum planning through effective instructional design and strategies. They also recognize how diverse groups are portrayed beyond the classroom and build this knowledge into their curricula to

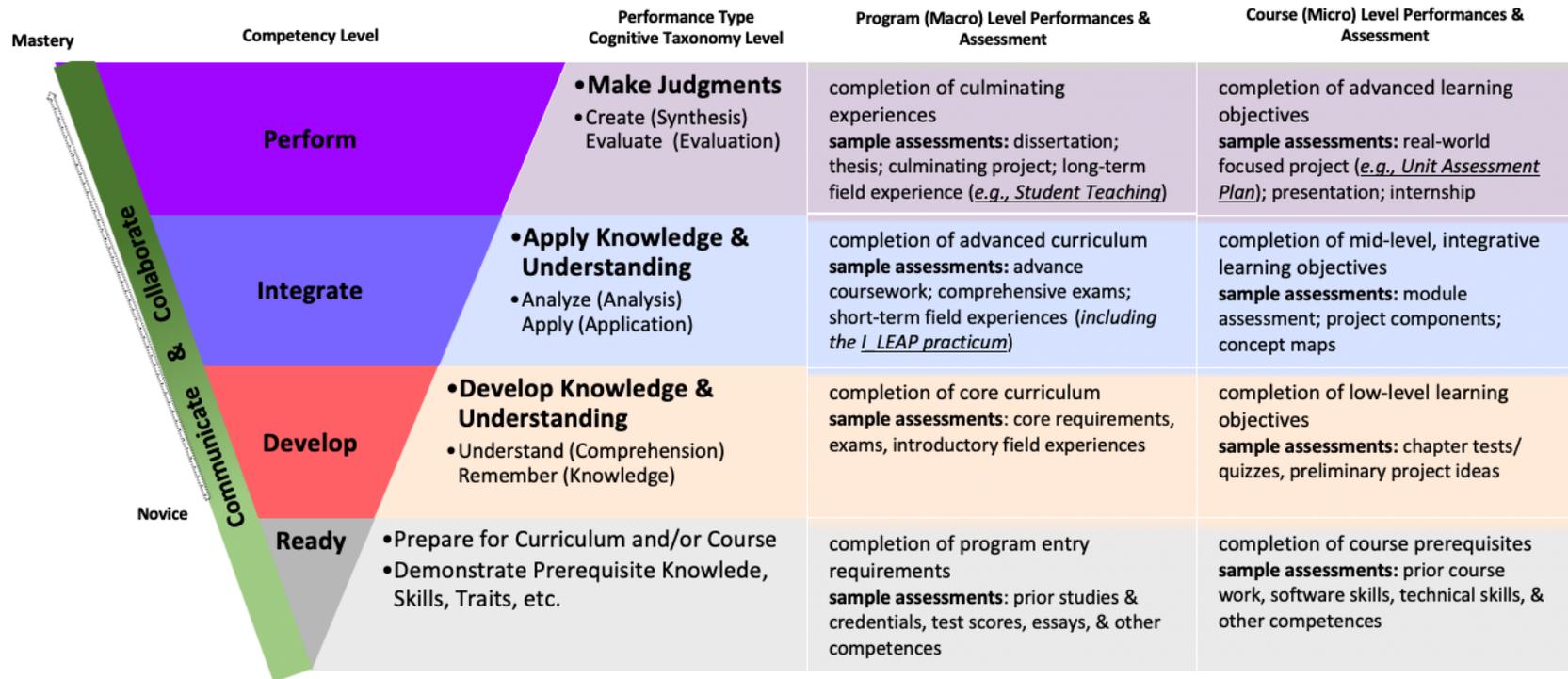
support their own and their students' information literacy. In element three, *demonstrating cultural caring*, educators develop partnerships and learning communities, including with members of ethnically and culturally diverse communities, to support their students' learning including having high expectations. In element four, *cross cultural communication*, educators recognize the communication styles of different sub-groups, and modify interactions and expectations to accommodate all students. In element five, *cultural congruity*, educators align instructional setting and delivery with their students' cultural characteristics, including content, tasks, assessment, motivation strategies, and communication styles.

The second framework is Global Competences (Mansilla & Jackson, 2011), which has four related dimensions. In dimension one, *Investigate the World*, students investigate the world beyond their immediate environment by identifying significant issues, using a variety of languages, sources, and media to identify relevant evidence, analyzing and synthesizing evidence, and developing arguments with defensible conclusions. In dimension two, *Recognize Perspectives*, students recognize their own and others' perspectives, as well as related influences on those perspectives, and are able to understand the impact of cultural interactions. In dimension three, *Communicate Ideas*, like element 4 of *cultural responsiveness*, students recognize how communication styles vary and communicate their ideas effectively with diverse audiences by attending to audience perceptions, listening and communicating effectively, and reflecting on the impact of the communication in an interdependent world. In dimension four, *Take Action*, students seek to improve the human condition by, among other things, identifying, creating, and pursuing collaboration opportunities.

Findings

The findings will be presented in an order that answers the two questions posted. The foundations of Question 1, *what experiences should be included in a short-term international practicum for pre-service educators*, has been partially presented as part of the theoretical and design frameworks described in the preceding sections. What follows is a description of the pilot program's schedule as in 2016, which completes Question 1. Question 2, *how did the implementation unfold*, will detail the implementation phases of, first, pre-departure activities, and then the actual I_LEAP experiences. These elements will then be followed by a program evaluation based on both data sources and a discussion of limitations, lessons learned, and conclusions.

Figure 2.
 Haughton's Ready, Develop, Integrate, Perform Competency Model
 Competency Model (RDIP)



I_LEAP Design and Experiences

The initial program’s overview, structure, and alignment with LOs are reflected in the itinerary shown in Table 1. Two types of experiences, academic and cultural, were needed to align with and support the two learning objectives. Academic events were school- and university-based and required engagement with university and P-12 learning environments. Events included university-based activities (campus tour, classroom activities, and observations) and elementary and secondary school site visits and observations. Cultural events included visits to important historical and cultural sites such as The Great Wall, The Forbidden City, and the Summer Palace. Two events – the welcome banquet (Day 3) and the interview with parents (Day 5) – were labeled as academic and cultural. The opening events included presentations by the delegates, including students, about the academic purposes and goals of the practicum. The visit and interviews with parents during the national college examination week (the Gāo Kǎo) reinforced academic differences and similarities between the American and Chinese education systems, including issues of social class and testing in China (Wang, 2014).

Table 1
*Practicum 1: International Leadership in Education, Assessment and Pedagogy,
China Summer 2016*

Day	Location and Activity
Day 1	Depart USA for Beijing
Day 2	Arrive in Beijing; travel to Yanshan University (YSU)
Day 3	academic and cultural event: YSU Welcome Banquet <i>LO1; LO2</i>
	academic event: YSU campus tour; visit the College of Foreign Languages and meet with administrators and faculty and staff exchanging experiences on college level academic affairs and administration; present of student projects and practicum goals <i>LO1; LO2</i>
Day 4	academic event: observe and participate in Intensive English class for English majors at the College of Foreign Languages <i>LO2</i>
	cultural event: participate in Chinese culture and language class <i>LO1</i>
	cultural event: visit Pigeon Nest Park, Beidaihe beach <i>LO1</i>
Day 5	academic event: visit and observe teaching activities at Kindergarten <i>LO2</i>
	cultural event: Chinese culture and language class <i>LO1</i>
	academic event and cultural: observe and interview parents and teachers at local high school during National College Entrance Examinations (gāo kǎo) <i>LO1; LO2</i>
Day 6	academic event: observe and participate in writing or oral English class for English majors at the College of Foreign Language Studies <i>LO2</i>
	academic event: conference with the College of Foreign Language Studies professors, debrief and presentation to YSU professors <i>LO2</i>
Day 7	cultural event: visit Old Dragon Head, the Great Wall Museum, Shanhai Pass <i>LO1</i>

Day 8	Travel to Beijing; cultural event: visit Tiananmen Square and Forbidden City <i>LOI</i>
Day 9	cultural event: visit Summer Palace <i>LOI</i>
	Depart Beijing for USA

These events also included cultural components such as formal dining, dining etiquette, and friendship toasting (Huo, 2004; Parkinson, 2014) and cultural influences and pressures associated with the all-important Gāo Kǎo (Fischer, 2013; Wang, 2014).

I LEAP Pilot Implementation

Pre-Departure Activities. Prior to actual travel, three pre-departure meetings were held. The first meeting was mostly an introductory question and answer session about the practicum itself. Matters related to requirements, expectations, location, and initial travel-related issues and logistics were discussed. The remaining two meetings focused on travel documents, visa applications, currency, and setting up group communications with mobile technologies such as WeChat. WeChat is a multi-platform mobile communication service that is used extensively in China and other Asian countries. Its many communication features, such as video chat, voice calling, and SMS, made it an ideal method for delegates to communicate with each other and with loved ones while in China. Additional information about WeChat is available at <https://www.wechat.com/en/>. Also addressed were introductory cultural topics such as general behavior, gift giving, and gifts to avoid giving because of negative subtle meanings. Examples to avoid include umbrellas (wanting to ending relationships) and green hats (man’s wife is unfaithful).

Being Welcomed. The practicum’s program began with a tour of Yanshan University, hosted by Deputy Director, Division of International Cooperation and Vice Dean, College of International Exchange. We were also provided with student hosts (mostly Engineering students) who accompanied us throughout the practicum, serving as translators. The tour was followed by a luncheon hosted by YSU’s Vice President. Luncheon was followed by another very warm welcome by the Dean of the College of Foreign Languages, our program hosts. This was followed by a formal presentation attended by the administration, faculty, and students of the College of Foreign Languages. Each student delegate also introduced herself/himself, described her/his professional contexts and expertise, and discussed individual educational and professional goals. These presentations and discussions of educational experiences and professional goals aligned with LO2 and also reflected real-world performance expectations including effective communication (Haughton, 2017) with an audience that was diverse in multiple ways, including language and culture (Gay, 2002; Mansilla & Jackson, 2011). The presentations and the opening banquet simultaneously pushed students out of their comfort zones and built their confidence as they navigated through a variety of inter-personal and professional conversations (Mahon & Cushner, 2002; Quezdao, 2004). Two examples are quoted below:

Although it was a little unclear exactly where we staying, and the plans for the first day, I was very comfortable 'going with the flow' as our trip unfolded. (Student 4).

Once in Beijing, and Qinhuangdao I began to relax. My entire experience at Yanshan University and in the city of Qinhuangdao was beyond my expectations. (Student 3).

These sentiments generally reflected how each participant moved through the remaining experiences.

College Experiences. The delegation had two immersive higher education classroom experiences in intensive English classes for English majors (sophomores), captured in Figure 2. Many of these majors are preparing to be translators or teachers of English in Chinese elementary and secondary schools. The first experience was in “Ms. Queen’s” (pseudonym, YSU faculty member) class. Her students prepared two topics: 1) the role and value of long weekends, and whether they should be kept or be abolished, and 2) a discussion about Dr. Martin Luther King’s work and the Civil Rights movement. Students used a variety of interactive and creative formats to demonstrate their English language skills and present their points of view, including debates and discussion panels. The I_LEAP delegates quickly moved from being observers to becoming participants, with members joining collaborative groups. As native English speakers, we provided additional English language support such as interpretations and different meanings of various English words. We also contributed to the discussion about the meaning of Dr. King’s work in both the American and Chinese contexts. Our second observation was with the same class under the leadership “Mr. King” (pseudonym, YSU faculty member), who was preparing the students for their final English Orals. I_LEAP delegates again provided English-language support and insights through direct engagement with Mr. King, the students, and the topics. We also observed another student-centered educator who had a great rapport and relationship with his students and used innovative strategies to support their English language learning. One such strategy was the use of scheduled, off-campus “coffee” meetings where students received additional opportunities to practice their conversation English in social settings.

Both college experiences addressed LOs 1 and 2. Participants broadened their language and cultural skills and global competences through cross-cultural collaboration and communication (Gay, 2002; Haughton, 2017; Mansilla & Jackson, 2011). They examined their own assumptions about Chinese education while exploring commonalities with American education (Alfaro, 2008; Chacko & Lin, 2015; Henry & Constantino, 2015; Lopes-Murphy, 2014; Lopes-Murphy & Murphy, 2016). Participants reflected on the kindness and friendliness they encountered, the pedagogical excellence, students’ effort to learn, and having insight into the life of a student in China.

The university representatives treated us like dignitaries. I was impressed with their ambition to practice their English as we discussed schools, culture, and recreation. (Student 6).

.... and just as equally impressive was with the depth of conceptualization happening in the Foreign

Language class at Yanshan University. (Student 2).

From an educational perspective the conversations with the college students were insightful to what it is like to be a student in China. (Student 1).

Elementary and Secondary School Site Visits. Our first site was at a local elementary school where we observed multiple classrooms serving different age groups. We presented gifts to the principal including books, UT souvenirs, and treats for the children. Again, we were welcomed with open arms by the school leadership and the children. The warm welcome was a theme we experienced throughout the practicum.

I found myself feeling overwhelmed by the kindness, thoughtfulness, and the types of excellence we witnessed in the visited classrooms. (Student 2).

I felt honored to be treated with such respect and kindness. (Student 4).

The outpouring of care, respect, and kindness was overwhelming. (Student 3).

Our delegation included two former kindergarten teachers. Each took the chance to read a story to the children in a kindergarten class, who were delighted with *The Very Hungry Caterpillar* and *Brown Bear, Brown Bear*, also captured in Figure 3.

Our second site visit was at a local high school on the second day of the Gāo Kǎo, a major event in Chinese education and society, as described above. Related stories dominated the local TV news, including a segment in which the late Stephen Hawking sent his good wishes to the test takers. Many communities diverted traffic away from the high schools and instituted short-term parking policies such as special parking permits and tents for parents of test takers. Parents literally spend the two days outside the school waiting for their children, also captured in Figure 3. Additionally, stringent precautions are taken to prevent cheating, which carries harsh penalties including jail time. The areas surrounding the high school were literally under lockdown. Even though the Gāo Kǎo prevented in-class observations at the high school, it provided a perfect opportunity to learn about important similarities and differences surrounding national standardized exams from other stakeholders including our hosts, teachers, and parents, most of whom took this exam during their own high school years.

I_LEAP delegates interviewed teachers and parents with the help of student host translators. Feelings were decidedly mixed about the role and value of these high-stress, high-stake examinations. Many accepted the examination as a rite of passage. Others thought an alternative was needed to ensure opportunities were available for their children. Some who could afford it bypassed the Gāo Kǎo entirely by sending their children to universities to study abroad. This is not an option for most Chinese families, especially those from rural schools.

In writing, I_LEAP students reflected on both LOs 1 and 2 in terms of their development of a cultural knowledge base and the meaning of assessment practices and policies in both the American and Chinese contexts.

The take away message for me was that both countries are struggling to reform their educational systems and do what is best for their students. (Student 1).

Figure 3
University and P-12 Academic Experiences.



The challenges that we face in American Education are the same challenges they are facing in Chinese Education. I believe that if we work together as a people, we can better the education and livelihood for all children across the world. (Student 3).

These comments share a concern for what is best for the student in terms of both cultural competence and effective reforms that advances education in both countries.

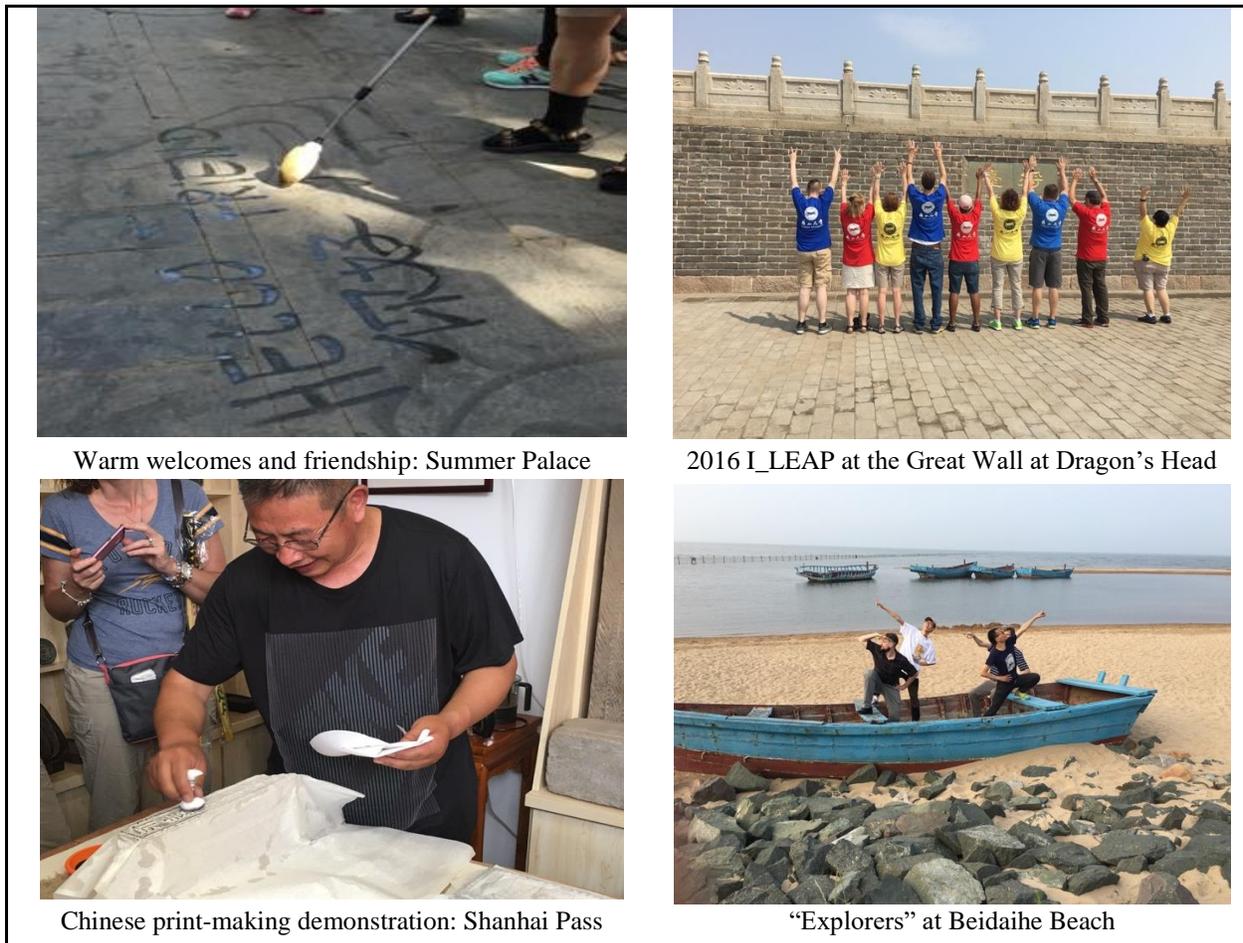
Cultural Experiences. The delegation was treated to a number of formal (classroom-based) and informal cultural events and experiences. The classroom-based experiences included two sessions on Chinese language and culture that included a dreaded language and culture test. We learned basic Chinese language, basic calligraphy and paper cutting, and the history of many of traditions and cultural practices such as the Dragon Boat Festival. We visited several

important cultural sites in Qinhuangdao and Beijing including Beidaihe Beach, Old Dragon Head, the Great Wall Museum, Shanhai Pass, Tiananmen Square, the Forbidden City, and the Summer Palace. We also had an unplanned print-making demonstration using centuries old stones. Some highlights are captured in Figure 4.

The delegation attracted quite a lot of attention throughout our travel. Curiosity ranged from smiles to stares. We were the subject of many photographs including poses with children and their families. This was especially so at the cultural sites that attracted Chinese tourists from all over the country. Areas outside of big cities are less likely to have foreigners, hence the need to memorialize sightings. The interest was very pointed at times and, in some instances, might be considered invasive in American culture. However, we realized the context of the curiosity and never felt unwelcomed and unsafe.

Figure 4

Cultural Experience Highlights



Warm welcomes and friendship: Summer Palace

2016 I_LEAP at the Great Wall at Dragon's Head

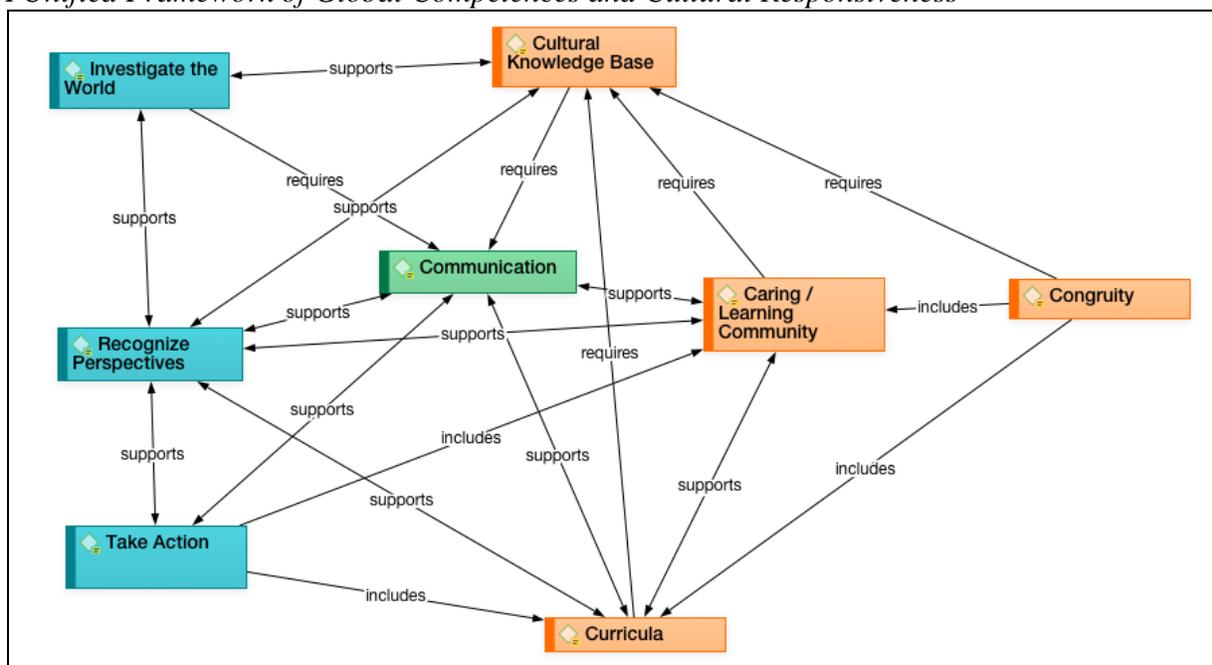
Chinese print-making demonstration: Shanhai Pass

"Explorers" at Beidaihe Beach

Outcomes Evaluation: Culturally Responsive Teaching and Global Competences

Figure 5 offers a unified framework of Culturally Responsive Teaching (Gay, 2002) and Global Competences (Mansilla & Jackson, 2011) that supports understanding and interpreting I_LEAP academic outcomes. Both frameworks share center ideas on Communication, which is central to each framework as well as the curriculum’s RDIP-based design. The four dimensions of Global Competences are interrelated with the five dimensions of Cultural Responsiveness. Investigating the World beyond one’s immediate environment leads to broader set of experiences that support Recognizing Multiple Perspectives.

Figure 5
A Unified Framework of Global Competences and Cultural Responsiveness



The ability to examine one’s own and others’ perspectives supports identifying and creating opportunities to Take Actions that lead to the improvement of the human condition and related contexts. Each dimension is facilitated by Communication, which also integrates the whole. In connecting dimensions of Global Competency to Culturally Responsive Teaching, Investigating the World, Recognizing Perspectives, and cross-cultural Communication (and collaboration) broadens the Cultural Knowledge Base, which is foundational to taking culturally responsive action. Taking Action can lead to establishing Culturally Congruity with instructional delivery and Curricula practices that recognize and honor multiple perspectives, and establishes Caring and supportive Learning Communities. Preliminary quantitative and qualitative data indicate that I_LEAP participants developed both Cultural Responsiveness and Global Competences by meeting the practicum’s learning objectives.

I_LEAP provided preservice educators with the opportunity to experience education policies and practices in a non-Western culture. We were informed that all delegates passed the basic language and culture test, a 100% pass rate. This is objective evidence that participants met

LO1, *develop global competence in a non-Western culture through the acquisition of language and cultural skills* and thus broadened their respective cultural knowledge bases. Each participant expressed how much they learned about Chinese culture and the Chinese educational system.

My experience in China was amazing. I not only got to learn about the educational system, I also learned a great deal about the Chinese culture. (Student 1)

It wasn't the drill-drill-drill format of education I thought we'd see; rather, there was a liveliness and hunger for learning in each classroom, mixed with trust and accountability. I was pleased to see a music component in each of the elementary school classrooms. (Student 2)

I learned that no matter where you are in the world, people are still people, children are still children and many of my preconceived notions about China and its people are forever changed. (Student 3)

Participants were able to build on LO1 and demonstrate their meeting of LO2, *integrate global competences in the assessment process*, in multiple settings and ways. The first setting was at the practicum's closing ceremony attended by the faculty and staff of the School of Foreign Languages. Each student delegate presented her/his findings and experiences and was able to engage in discussions around educational leadership, assessment, and pedagogical themes. Themes included: best methods for assessing student learning; reforms to support alternate pathways and assessment; helping students thrive "beyond the test"; and the value of the college degree – is it worth it, and what other post-high school experiences are equally valuable. These presentations reflected broadened pedagogical and cultural knowledgebases (Gay, 2002), a recognition of multiple perspectives (Bloom, 1998; Chacko & Lin, 2015; Stachowski & Spark, 2007; Quezado, 2004), the types of action needed (Mansilla & Jackson, 2011), and the ability to communicate effectively and confidently with diverse audiences (Gay, 2002; ESG, 2015; Haughton, 2017; Lumina, 2014; Mahon & Cushner, 2002; Mansilla & Jackson, 2011; Rothwell & Graber, 2011). The presentations and discussions also demonstrated successful synthesis of the academic content in educational leadership, assessment, and pedagogy that is taught in the preservice teacher and administration programs. Finally, the presentations and discussions framed ideas and issues of importance that have real-world educational implications for both countries (Haughton, 2017; U.S. Department of Education, n.d.; Voorhees, 2001).

Further evidence of learning outcomes related to Global Competences and Cultural Responsiveness were voiced in the participants' reflections, beginning with their initial thoughts and feelings about the practicum experience, their growth in cultural knowledge and awareness throughout the experience, and linkages to professional development and promised actions as a result of their China experiences. The willingness and ability to investigate the world through I_LEAP initiated the journey for each participant, all of whom were excited to make this trip. The excitement was tempered with some anxiety related to being away from home but one student seemed to speak for the others in explaining: "...I would not let my fears and anxiety hold me back from this experience" (Student 3). Preservice educators described life-changing

experiences that developed throughout the practicum. In a personal communication with the author, Student 5, the lone pre-service teacher, summarized the richness of the experience as follows: “Where do I begin. This experience changed my life. I am sad that I am leaving.” The idea of lives changed connects with the goal of expanded cultural knowledge, which in turn, will influence future practice and demonstrate congruity between curricula and community (Gay, 2002). Student 1 felt professionally invigorated, expressing and describing actions in terms of Global competencies:

... On the perspective of Global Competencies, my experience in China has helped me to gain new ideas on ideals and goals to focus on as a potential future school leader. The organization of a campus and the expectation that every student is given the opportunity to excel was invigorating, and learning more about Chinese culture will help shape my perspective as an educator. (Student 1).

Student 4 built bridges through conversation and recreation, and posed broader questions regarding the goals of educational systems across the world.

It was easy to connect with Sam (pseudonym). He was friendly, anxious to participate with our group, and open to conversation. It was clear he wanted to make us feel at home on his campus. Sam and I had several conversations ranging from academic rigor to badminton. He displayed a sincere interest in listening to my comments and paused to think before responding. I felt his greatest quality was showing empathy. (Student 4).

How would we define a universal objective for education? How would countries measure up to this objective? What means would we use to measure if countries are meeting the objective? (Student 4).

Students 3 and 4’s reflections also connected to promises of actions that will be taken within both their professional and personal contexts.

I will be bringing the experiences I had last week back to my school next year. I will be educating the teachers and students in my school about the children in China through a web based educational approach. As we move forward with this collaboration project, I would be willing to open my home and be a host family to any students and staff who would be visiting our country and university. (Student 3)

Using language bridges, such as body language and positive gestures, I can reduce language barriers between students, parents, teachers and administrators in the school setting. Finally, through an appreciation of cultural diversity, I can look for opportunities to extend cultural awareness experiences to my colleagues by encouraging conversation and activity in culturally diverse settings. (Student 4)

These were full-circle reflections that captured the essence of I_LEAP’s goal and the conclusion that participants learning met both LOs. They went beyond acquiring cultural knowledge by making connections to promises of specific action to be taken in their respective professional contexts. These actions connected both personal and professional commitments that are aligned with all dimensions of global competences and cultural responsiveness, including a greater appreciation of the diversity of American classrooms (Quezado, 2004) and of those

beyond American borders (CAEP, 2013; CCSSO, 2013). They also align with multiple elements of the 2011 ELCC accreditation standards, especially the content knowledge and professional skills dimensions of Standard 4 (use of cultural, social, and intellectual resources) and Standard 5 (valuing and safeguarding democracy, equity, and diversity) (NPBEA, 2011).

Challenges and Conclusions

Designing and implementing a faculty-led study abroad program was both challenging and rewarding. Navigating through travel and visa logistics, university forms, and seemingly endless guidelines was time-consuming and frustrating at times. Locating resources, recruiting enough interested and financially-able students, and working with a short planning and implementation timeline (approximately 12 weeks) were the greatest hurdles. Student participant numbers and demographics continue to reflect the norm for Education students (NCES, 2015, Table 310.10) who have historically low participation levels in international experiences (Institute of International Education, 2017c). Though the in-China expenses were covered through the UTCI partnership, departure costs from the USA were still substantial enough to make the experience unaffordable for many. Both faculty members received some financial support for themselves and for students through their department and a university travel grant program. However, support did not include workload release time for developing and implementing a de-facto new course or compensation for time spent during the practicum period (Altbach & Knight, 2007). Therefore, the fact that the initial practicum was implemented under these conditions was itself, the first success. The educational and professional value for all pre-service educators as well as faculty was evident. Finally, the opportunity for the faculty, staff, and students of sister universities to collaborate and grow with each other was one of the greatest rewards.

This transnational E2E collaboration reflect the ideals of citizen diplomacy (Sister Cities International, n.d.) by affirming mutual understanding and intercultural awareness on both sides (Smith, 1990). It also supported UTCI's cultural exchange goals of sharing Chinese language and culture, building partnerships, and making connections with other educators (UTCI, 2016). The realization of this vision from a mere idea to reality created a blue print for leveraging available resources and partnerships to create and implement valuable and meaningful learning experiences for students to explore the world beyond the classroom.

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Learning to Integrate Domestic and International Students: The Hungarian Experience

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Abstract

In the past decades, the European integration (political, social and cultural integration of European countries) and the Bologna process have established a framework in the Hungarian higher education scheme by which institutions define their strategic internationalizing objectives and activities. Due to the growing number of international students traveling worldwide, Hungarian institutions continue to welcome more diverse and larger body of students. In the process, the institutions face many challenges in the integration of all students into academic and student life. To remain competitive, institutions of higher education are expected to improve their student services and adjust their practices to provide quality services for both domestic and international students. This descriptive study first examines the tendencies in inbound student mobility in recent years, then explores the main systematic and institutional obstacles to the integration of all students at various study levels. The study also argues that steady increases in student mobility have a decisive influence on the support the integration of international students during their stay in Hungary.

Keywords: student mobility, international students, integration of all students, student services, European perspective

The social and economic environment of higher education has changed considerably in the last decades. The impact of these developments on higher education is inevitable; they have had a decisive influence on recent trends in education and training. Over the last decades, the growing emphasis on increasing migration, global integration, and any other global processes (trade patterns, climate change, inequality) have changed the landscape in which higher education institutions define their strategic goals and internationalizing activities (OECD, 2016). Therefore, it is not surprising that in the last few decades, internationalization has become one of the most significant trends of higher education in Europe (Santiago at al., 2008).

The majority of literature from Hungary focuses on the obstacles of international student mobility in Hungarian higher education settings (Kasza, 2011; Kiss, 2014; Deákné Dusa, 2017; Hámori&Horváth, 2017). The number of studies that center on the integration of international students into the new learning environment, particularly academic and student life, is low. Using the Hungarian experience, this study contributes to the literature on the integration of international students into academic and student life, and the analysis of the role of higher education institutions in this process.

The aims of the study are to give an overview on international student mobility in Hungary and seek answers to the questions of how Hungarian higher education institutions can integrate international students into the academic and student life. According to the literature, the increasing number of students coming to study in Hungary will change the profile and the student body of these higher education institutions (Rose-Redwood & Rose-Redwood, 2018). This changing student body stimulates the universities to re-examine and improve the appropriateness of the student services they provide. Following these trends, the universities should be more responsive and open to the needs of both domestic and international students. Some authors argue that students' integration and engagement have an influence on their academic achievement of the students (Rose-Redwood & Rose-Redwood, 2018). Due to these reasons, it is critical to study this topic in a comprehensive way.

Internationalization in Europe: its Influence on Hungarian Higher Education

Internationalization in European Higher Education has influenced the trends in Hungarian Higher education. Rooted in the Middle Ages, this internationalization in Europe is not a new phenomenon, it has a long tradition and history. Most recently, as a result of the social and economic changes since the 1980s, internationalization has stepped into a new phase evidenced by the following trends: the dramatic increase of international mobility, the strengthening regional approach in institutional collaborations, and the European integration in the field of education and training (Teichler, 2004). Teichler suggests this new phase should be considered a period of “re-internationalization” (Teichler, 2004).

Internationalization is not a homogenous concept; instead, it has many interpretations in the large body of literature it has inspired. Jane Knight, who provided its most accepted and most cited definition suggests that internationalization is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2003). Over the past years, there have been a number of significant concerns about the direction of internationalization (Altbach, 2004; de Wit, 2011). These critiques are varied, but some experts highlight the challenges of uncoordinated, fragmented institutional-level practices, and they promote strategic, coordinated and systematic policies and practices at the institutional level as a best practice to correct for these problems. Because of the weaknesses in some existing programs, some commentators have called for rethinking how internationalization is achieved (de Wit, 2016).

Since the launching of the Bologna process in 1999, internationalization has become one of the main policies in higher education in many European countries. From its inception, the central element of the Bologna model has been the strengthening of international student mobility, and the focus also has been on bringing higher education institutions together in Europe and beyond. In 2009, the Leuven/Louvain-la-Neuve Communiqué – declared by Ministerial Conference and adopted by Bologna countries since 2012 – defined a new strategic goal related to student mobility (EHEA 2018). The goal aimed to increase mobility with a specific target: by 2020, at least 20 percent of those graduating in Bologna countries would have

pursued higher education abroad (EHEA, 2018). This goal was adopted by Hungary as well. The Bologna reform is implemented by 48 states, including the most of European countries, and few Asian countries such as Armenia, Kazakhstan and Azerbaijan (EHEA, 2018).

The role of higher education in the European Union (EU) has been considered in a specific way. Although integration efforts in the EU were defined first in the field of higher education in the 1960s, its main comprehensive goals were not set up until the late 1980s (Halász, 2012). In 1987, the launch of the Erasmus program by the EU was a decisive step. The original purpose of the Erasmus program, which is the first influential¹ education and training program to support student mobility in Europe, was that 10 percent of higher education students from a European country would study in another European country for a certain period. By the mid-2000s, countries of the former Eastern Bloc joined this program; and by the end of the nineties, the programs supported by the European Union (e.g.: Lifelong Learning Program, Erasmus+), became the fundamental basis for student mobility. In 2016, approximately 725, 000 people (students, teaching or administrative staff) studied or trained abroad in the frame of the Erasmus+ program. Thus, the strengthening regional (European) mobility was one of the main results of the Erasmus program.

In 2000, the Lisbon Strategy and later, the EU2020 Strategy provided fundamental changes in goal setting related to education and training in the EU. According to the Lisbon Strategy, in Europe, it is essential to build a knowledge-based economy in order to respond to the challenges of globalization in an effective way. This approach particularly values the role of education and training (Halász, 2012). Since 2001 the European integration and the Bologna process have provided a strategic framework in Hungarian higher education settings by which universities can define their strategic schemes.

By analyzing the long-term tendencies from the 1990s until 2010, we can see that the intensity of international student mobility has strengthened and internationalization has become a prevalent trend in higher education. Since 2010, the number of international students has continued to increase in the OECD countries. According to OECD data, in 2010, 4.2 million, and in 2015 4.6 million international students were pursuing higher education abroad (OECD EAG, 2017).

Since the early 2000, Hungarian universities have faced major structural and strategic challenges. These changes have resulted in significant transformations in the governance, the organization, and the scope of the higher education institutions' international and national, domestic missions and activities (Kovács and al., 2018). In the last decade, internationalization in higher education institutions was supported by many national and international initiatives. At the national level it was a significant step that in 2013 the Hungarian government set up the Stipendium Hungaricum Scholarship Program, which aimed at supporting diploma and credit mobility for students from outside the EU, mainly from Asian and African countries. The increasing number of international students has had a considerable impact on the practices and policies of higher education institutions, and it triggered changes at the system and at institutional level as well. For example, between 2012-2015, the Campus Hungary, and later in

2015, the Campus Mundi Programs were launched (co-financed by the EU and the Hungarian government), with the aim of supporting higher education institutions in their internationalization activities and enhancing outbound student mobility. These initiatives have resulted in considerable changes in the administrative and pedagogical strategy of higher education institutions, especially in the field of teaching and learning practices, curriculum development, and student services.

Research Methods

The study used both quantitative and qualitative methods for analyzing the various elements of the topic. In the first part of the study, for examining the main trends of inbound student mobility in Hungary, the datasets of the Higher Education Information System (HEIS) was the primary object of analysis. The HEIS is a national, integrated, administrative database system compiling student and institutional data for all state-recognized higher education institutions in Hungary.

We used the datasets of an empirical study for secondary analysis. In that study, both qualitative and quantitative methods were applied. Qualitative methods included document analysis (website analysis, study of relevant literature) and semi-structured interviews with students and staff members of HEIs. Quantitative methods included on-line student and teaching staff surveys. In 2017, the research team of the T-Tudok Centre for Knowledge Management and Educational Research Inc. was commissioned to undertake the survey by Tempus Public Foundation. The target populations of the study consisted of Hungarian students, international students, and staff members of higher education institutions (Lannert 2018). This paper shows the data of this empirical study related to integration of domestic and international students.

The above-mentioned data are supplemented by qualitative survey. At the final stage of the research, document analysis is used to suggest new directions for research, to help us understand the situation of both the higher education system and the position of individual institutions, especially in terms of their strategic objectives and planned activities focusing on the integration of international students. For this reason, an overview of the Institutional Development Plans (IDPs) of higher education institutions was carried out in this stage. An Institutional Development Plan is a strategic document of Hungarian higher education institutions used to identify key strategic goals and activities. IDPs can give an idea of how approaches applied by higher education institutions in recent years have interpreted the process of internationalization (Kasza, 2018).

The study used data from an online quantitative questionnaire which asked for the opinions and expectations of international students about their experience on campus and in the local community. The Student Satisfaction Survey used for international students has been carried out in the last 3 consecutive years. This study used the dataset of Student Satisfaction Survey 2017 for secondary analysis. In 2017, international students who are grantees in the Stipendium Hungaricum Scholarship Program in Hungary reported their opinions about how implementation of the program is prioritized in an online questionnaire. The questionnaire contained the following four topics: the characteristics of the study programs; the factors of

motivation behind choosing Hungarian higher education; various student and other services provided by the universities; and the students' social and educational background. The students answered the questionnaire between June and August 2017. The study surveyed 2825 international, degree-seeking, scholarship students who were enrolled in 27 universities in Hungary during the 2016/2017 academic year (Hangyál–Kasza, 2017).

Findings: The Main Trends in Inbound Student Mobility

In Hungary the main pillar of internationalization is student mobility. Over the past 5-10 years, the number of international students has dramatically increased. In 2017, international student enrollment at Hungarian institutions of higher education has reached 32,000. This means that 11.5 percent of all students are international, which leads to a more diverse and larger body of international students. In addition, it is important to highlight that in Hungary international students can be categorized into four main groups: (1) degree-seeking students who come from neighboring countries and speak Hungarian as a first language, (2) degree-seeking international students who study in the field of Medical and Health Sciences and they don't speak Hungarian as a native-language, (3) degree-seeking international students who mostly come from the sending countries such as China, Turkey, Nigeria and Iran, and they don't speak Hungarian as a native-language (4) the group of international students who primarily participate in short-term (credit or exchange) mobility and they don't speak Hungarian as a native-language.

In 2018, the overall number of international students continues to increase. A record high number of 35,480 international students started their studies in Hungary in this year. The main sending countries for these students were: Germany, China, Romania, Iran, Serbia, Slovakia, Ukraine, Turkey, and Nigeria.

Table 1

Number of international students per study level in the last 4 years (Source: Datasets of Higher Education Information System)

<i>Level of training</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>
College level program	24	-	-	
University level program	32	3	-	
Advanced vocational program	94	128	116	115
Postgraduate specialist training course	338	370	300	661
Doctoral program (Ph.D./DLA)	852	1 085	1 489	1 755
Master program (MA/MSc)	2 830	3 592	4 520	5 322
Integrated (one-tier) Master program	9 308	9 884	10 259	10 643
Bachelor program (BA/BSc)	12 677	13 566	15 625	16 976
Total	26 155	28 628	32 309	35 472

The trends show significant differences at different study levels. The number of undergraduate students has been increasing in recent years. In 2017, there were 4481 students participating in exchange programs; in 2018, this number of students reached up to 4697 students. In addition to the countries immediately surrounding Hungary, a great number of students came from China, Turkey, Germany, and Italy. Within the undergraduate degree programs, the following fields were popular: business and management, nursing and patient care (physiotherapy), computer science, computer science engineering, and tourism and management. Sixty-one percent of the undergraduate students were enrolled in English-taught study programs, the rate of students studying in the Hungarian language is 37%.

The number of international students studying at the master's level has doubled in the past 4 years. The number of students enrolled into master's degree programs reached 4,520 in 2017, and 5,322 in 2018. A considerable number of masters' candidates came from China, Syria, Azerbaijan and Jordan, apart from those who came from the neighboring countries. The most popular courses in 2017 were international relations, international economics and business, psychology, management and leadership, and computer science engineering. The number of students pursuing integrated master study programs has risen at a slower pace in the past two years. Among the courses, most of the international students chose medical, dental, veterinary, and pharmacy programs. The main sending countries for these programs at this level in 2017 were Germany, Iran, Norway, Israel, and Nigeria. The languages of instruction for the integrated master study programs, which are popular among international students, are mainly English and German.

International students studying at doctoral programs show an increasing number in the past two years: it was 1,489 in 2017; accounting for 4.6 percent of all international students. Previously, in 2016, this ratio was 3.8 percent (1085), and back in 2015 it was 3.2 percent (852 students). As for the doctoral program's students themselves, the most popular sending countries are Romania, India, Serbia, Slovakia, and Iraq. A larger number of doctoral student study in scientific fields of business and management, humanities and social sciences. The language of instruction is primarily English, but many international students (mainly Hungarian students from neighboring countries) are also studying in Hungarian-taught doctoral programs. Edelstein and Douglass studied Institutional Development Plans using document analysis to identify the main institutional logic behind the institutional strategic goals and internationalizing activities. The answer, to why a higher education institution develops its international co-operation, or why an institution welcomes increasing numbers of international students, is complex. According to the authors, based on their document analysis, the following two institutional logics can be identified in the case of Hungarian institutions of higher education: (1) revenue / resources and (2) market access and regional integration (Edelstein and Douglass, 2012).

The quest for new resources (financial, human etc.) has become one of the most important motivations in recent decades for higher education institutions to internationalize, especially in the pillar of higher education mobility. Fee-paying students are not only a source of income but also a long-term resource for the development of various international forms of co-

operation (Edelstein and Douglass, 2012). The analysis of the IDPs shows that increasing the number of international students as key tools for boosting revenue or resources is in the forefront of the strategic thinking at several higher education institutions.

Supporting student mobility is also a key initiative in strengthening the regional integration of the higher education institution and promoting a regional market access (Edelstein and Douglass, 2012). At the institutional level in Hungary, this logic is accentuated by the European integration (political, social and cultural integration of European countries) and the Bologna Process. A motivation of entering into a new market with the aim of increasing visibility and recognition is also clearly revealed as a priority for many Hungarian institutions.

Integration of Domestic and International Students

Limited literature exists on integration of all of these groups of students to the Hungarian university context. As the international student population in Hungary continues to diversify, therefore, Hungary's universities will have to devote much attention to the question of successful integration. International students face a number of challenges during their studies, ranging from language barriers and accommodation issues to the lack of social connections (which can be addressed by the university through creation of a mentoring or buddy system). The next part of the study brings together the results of analyzing the various datasets that reveal the main obstacles to fostering successful integration and engagement between domestic and international students.

The Motivation of International Students

The motivation and expectations of international students, and their knowledge about a host country and its higher education institutions prior to their applications, have an influence on their aspiration and satisfaction during their studies (Hangyál and Kasza, 2018). The Student Satisfaction Survey of 2017 found that 60 percent of the international students arriving in Hungary say that they had some knowledge about the country prior to their arrival. The depth of their knowledge ranged from general stereotypes to personal experience. Most of the international students selected the country at first and then chose an institution and study program based on their interests. Regarding the selection of the country, the financial support provided by the Hungarian state (in most cases the Stipendium Hungaricum scholarship) and the presumed high level of education were mentioned as dominant incentive factors. Hungary's relative affordability and central location within Europe was also a decisive factor. International students primarily reported having gained knowledge on the Hungarian study programs via the websites of various mobility programs and scholarships as a result of individual searches, but reported that they also considered the opinions and experience of other students (Hangyál and Kasza, 2018).

Satisfaction of International Students with Teaching and Student Services

In general, the results of Student Satisfaction Survey in 2017 indicate that international students are satisfied with the environment and services experienced in Hungary, and they would also recommend that their acquaintances study in Hungary. Among their positive experiences, they mention the nice atmosphere of Hungarian cities and the wide range of intercultural opportunities. As negative characteristics, the introverted personality of Hungarian people and the generally low level of foreign language proficiency were highlighted, as both factors make it difficult to establish personal relationships and to manage administrative tasks and matters. Furthermore, among negative factors, survey takers also mentioned that since many international students do not speak Hungarian, they may face abuse or can be deceived easily.

International students are significantly more critical when judging the services, leisure opportunities, and the openness of students and teachers in Hungarian higher education institutions than were Hungarian students judging their fellows (Lannert, 2018). Domestic and international students generally know where and to whom to turn to with questions, and they are also satisfied with university administration. The activities of international offices and coordinators, as well as the mentor services provided, are appropriate according to international students.

Many of the international students participating in exchange programs or short-term mobility programs were partly satisfied with the quality of education. According to the respondents, though there are excellent professors providing high-quality education, the courses are not taken “seriously,” especially regarding the final exams. It seems that this kind of “lightness” is a mutual consensus between both professors and students. The students studying in the framework of a scholarship program are generally satisfied with their university and study programs; however, many of them find their accommodation and other related institutional services (housing services) problematic. A few international students have highlighted that they were expecting more practice-oriented education. In the case of domestic students, this point has also been mentioned several times. Regarding their plans, almost half of the international students surveyed in the online questionnaire think that it is likely that they would continue their studies in Hungary and 21 percent of them think that they would like to live in Hungary in the long term. After finishing their studies in Hungary, a few of them are planning to return to their sending country. It is important to most of the students surveyed to gain more international experience, though, whether through additional schooling, traveling, or working.

Motivations and Aspirations of Domestic Students

In general, Hungarian students are aware of the ongoing internationalization processes at their university and are well informed about international mobility programs. Nearly all students have heard about the various mobility programs, for example, the Erasmus + program, from university announcements and from other students. Nevertheless, those polled were less familiar with some of the other available programs, such as Stipendium Hungaricum Scholarship program (Lannert 2018). Thirteen percent of the students surveyed had already taken part in

international mobility, exchange programs, or the Erasmus + program. Students tend to be involved in international programs during the middle of their undergraduate studies, in their second or third academic year. Students have identified gaining experience and the development of language proficiency as the main goal of international placement, followed by the demand for a change of scene and then by professional prestige. According to the respondents, the most popular destinations for Hungarian exchange students are Germany, Italy, Austria, and Portugal.

Regarding the motivation of domestic students to pursue their studies abroad, 37 percent of the respondents indicate that they do not plan international mobility in the future at all, due to their limited financial resources or uncertain language skills (Lannert 2018). Several students noted a desire to gain international experience; however, they also indicated that they were not able to extend their study period with an Erasmus semester, since in Hungarian HEIs it is difficult to transfer courses or credits completed abroad. Other students have heard that the Erasmus + program is an occasion for partying, and some say the half-year semester is too expensive (Lannert 2018). Many students do not take advantage of international studies because they do not want to break away from family and friends for half a year. Many of them would prefer to take part in shorter-term studies. Those students who are planning to participate in an international mobility program in the future mostly would like to finance it from a scholarship program supported by the European Union and would prefer to go to Western Europe, North America, or Northern Europe.

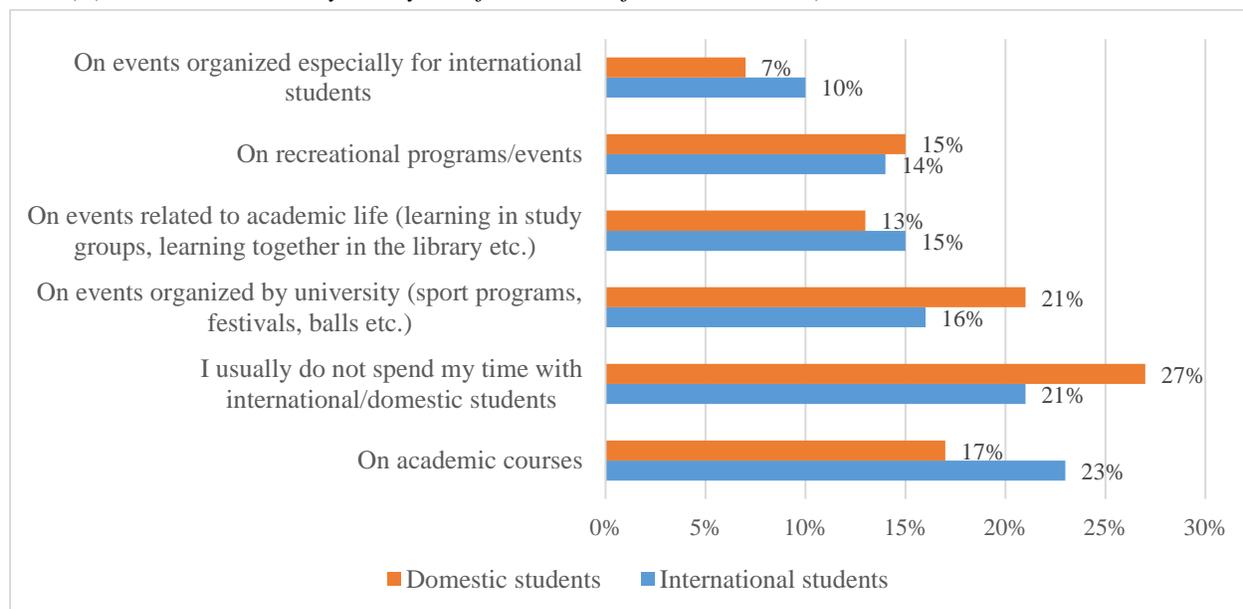
The Main Elements of the Integration of International and Domestic Students at Undergraduate and Master level

Considering that the integration of international students must be a crucial part of a university's internationalization process, we examine both the international and domestic students' opinion, in order to move the integration discussion forward.

Regarding the internationalization of higher education, it is extremely important to integrate international students into the academic and informal communities of Hungarian universities, and to increase the extent of "mixing" the two group of students. The results show that there is a greater willingness from the side of international students to contact Hungarian students, and Hungarian students are less open to getting acquainted with international students (Lannert 2018). The most typical meeting spaces for international and domestic students can be realized in the framework of common coursework, informal social events, and sporting events organized by the university. However, due to the absence of opportunities, a large number of international and domestic students never spend time with the members of the other group (Figure 1). Both groups thus require more programs that would bring them together. The interviews showed that there is no real cross-section of the programs organized for Hungarian and for international students, since the Hungarians do not participate in programs for international students, and vice versa. In many cases, international students do not even receive any information about those events which are not specifically organized for them.

Figure 1

On what types of programs/events do you spend time with domestic/international students? (N=2373) (Source: Secondary analysis of datasets of Lannert 2018)



Many of the domestic and international students would prefer to participate in joint courses or projects. The Hungarian students who are already involved in joint courses and projects have positive experiences of getting to know the perspectives of international students with different backgrounds, although all of them emphasized that there were always some difficulties during the co-operation due to the lack of language proficiency, or because the students did not know each other well enough.

In addition to the lack of opportunities, the connections between the two groups also seem to be influenced by the fact that Hungarian students are typically not very open or interested in engaging with others. In most of the cases, students themselves initiated connections with the members of the other group based on their personal motivation. Hungarian students judge international students as being more open than they are seen in turn, and international students have reported more Hungarian friends than the international friends reported by Hungarian students.

Table 2

Satisfaction of international students with relationships and helpfulness of various actors N=2825 (Source: Student Satisfaction Survey 2017)

	Mean	Std. Deviation
Relationship with your teachers	4.26	0.911
Relationship with your fellow international students	4.38	0.841

Relationship with your fellow Hungarian students	3.76	1.183
Helpfulness of the tandem/buddy/mentor student partner	3.68	1.229
Helpfulness of Hungarian students	3.69	1.159
Helpfulness of University/College staff in administrative issues	4.12	1.002
Student counseling services	3.76	1.057
Student mentoring services	3.68	1.148

According to the professors and the leaders of the universities, the communication between international and domestic students is problematic almost everywhere, a situation caused by the different courses offered to these groups. There are also efforts made by the professors to create a common space for student's communication, but these might fail due to the lack of interest on the part of students.

Integration of Domestic and International Doctoral Students

The number of doctoral students studying in Hungary nearly doubled between 2006 and 2016. While in the fall semester of 2006, 719 international doctoral students were enrolled in Hungarian universities, this number rose to 1351 by 2016. This rise suggests that doctoral schools have made more progress with respect to internationalization than Hungarian higher education as a whole.

Doctoral candidates are important contributors in many fields of academic research at universities. International doctoral students also provide opportunities for domestic students to gain new perspectives on knowledge; however, not much attention in the literature has been devoted to how these students perceive their own experiences. For this reason, in the next part of the study we focused on better understanding the perspectives of doctoral students studying in Hungary on integration issues.

If our intention is to improve the competitive position of Hungary's universities in the internationalization rankings, raising the number of doctoral students and the quality of their studies is indispensable. The number of international students is the most visible indicator of the internationalization of any university. International students not only raise the prestige of an institution, but they also bring significant revenues or resources to both the university and country. From a quality perspective, extremely important indicators are staff mobility, the presence of professors with international reputations, students' active participation in international research projects, and the publication of research results in prestigious academic journals alongside the acquisition of patent rights.

Removing the walls existing between international and domestic students at doctoral schools should be a top priority strategic goal. To achieve this goal, doctoral schools are expected to organize joint programs; however, these currently only happen occasionally. It seems that students of both groups are routinely informed only about events closely related to the

doctoral program or course, and rarely if ever invited into other opportunities to mingle or collaborate.

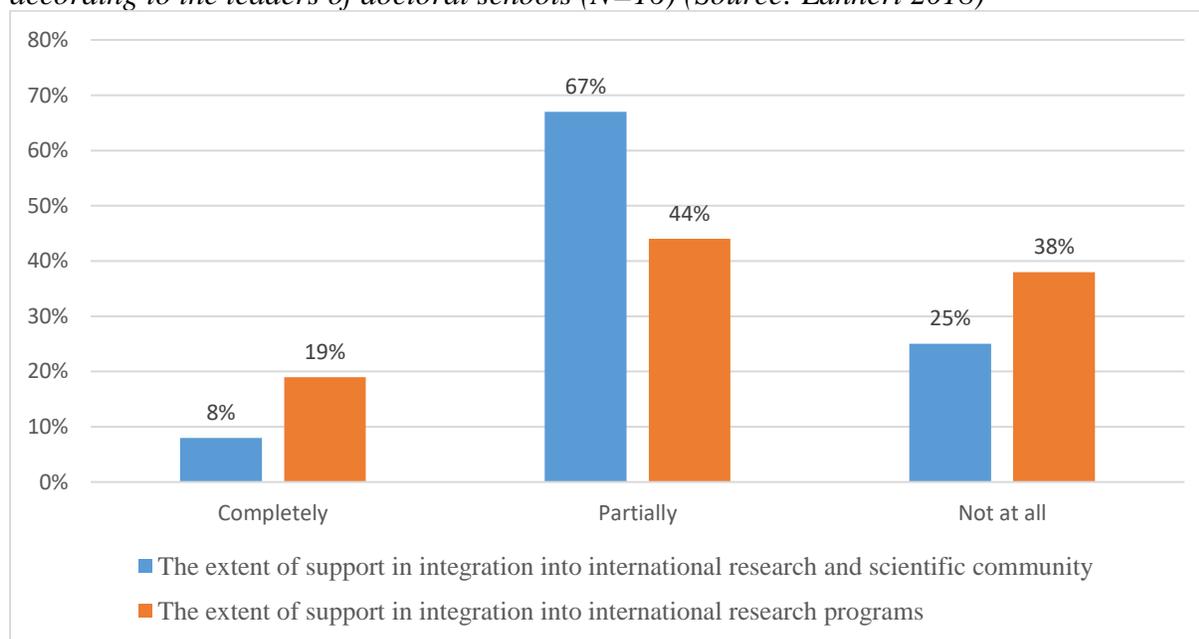
Regarding the mobility of Ph.D. students in Hungary, we can see that if Hungarian Ph.D. students go abroad, it is usually based on their individual initiative. There are no mobility programs to be handled at the doctoral level, although the conference attendance of Ph.D. candidates is supported for Hungarian and international students equally, without any distinctions.

In line with their financial resources, doctoral schools make efforts to provide the opportunity for students to attend one major European conference per year. Doctoral schools also support the submission of scholarship to international publications.

In doctoral schools--based on the survey responses of professors who teach in doctoral schools--there is a possibility for Ph.D. students to obtain course credits for research projects completed; nevertheless, only 38% of respondents indicated that their students are involved in international research programs, and only one quarter of them responded that the doctoral schools take steps to involve their students in international professional or academic communities and associations, see Figure2.

Figure 2

The extent of support in integrating international students into academic and scientific life according to the leaders of doctoral schools (N=16) (Source: Lannert 2018)



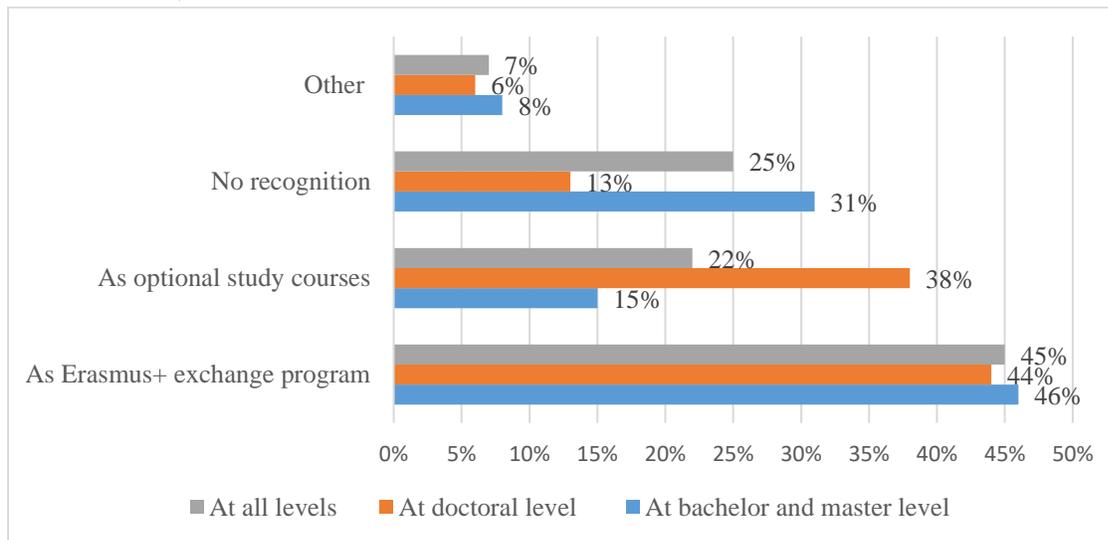
Fifty percent of the Hungarian students taking part in the research reported that their research activity is mostly obstructed by poor infrastructure, 27 percent of them mentioned the inadequate support of teachers and supervisors, and 23 percent of them mentioned the lack of

opportunities. International students have the same problems; nevertheless, in their case communication breakdowns and language barriers are also deterrents.

According to the quarter of the Hungarian respondents their credits earned by international partial studies or exchange program (study in another HEI in abroad) have been recognized by their home universities, see Figure 3.

Figure 3

Credit recognition in diploma supplement according to the university staff, N=16 (Source: Lannert 2018)



Facilitating Student Mobility at Doctoral Schools

In terms of student services, Hungarian doctoral schools are not independent units. At the university level (hierarchically above the doctoral level in the university structure), specifically organized units are in charge of communicating with international students and updating web pages. Informing international students of the availability of learning opportunities and study programs is the responsibility of these international offices. Also, the international offices coordinate the international student services at the institutional level. Therefore, these university level based units are responsible for supporting undergraduate, master and Ph.D. students.

The Research Report on International Students in Higher Education Institutions in Hungary suggests that the development of institutional practices is a learning process, and with increasing numbers of international students, universities must continuously work to learn more about how to make these relationships the most effective and beneficial for all participants (Lannert, 2018).

As demonstrated earlier, the possibility of hosting international students was created by specific programs such as Erasmus, Erasmus +ⁱⁱ, Stipendium Hungaricum or Horizon2020ⁱⁱⁱ. By the introduction of these programs, project management units were established, that are able to

effectively support the orientation of international students, and handle the tasks associated with internationalization. These units have been integrated gradually into the institutional structure at most Hungarian universities. The increasing number of international students brought new tasks and challenges. To improve the quality of the related student services (housing services, student mentoring and buddy system), those institutional actors have been involved who have never previously carried out project tasks. Therefore, these organizations also have become part of internationalization (for example student support organizations, that had previously been focused on Hungarian students only, associations of Ph.D. students).

One of the weaknesses of Hungarian doctoral schools that they are not sufficiently active in supporting their students' mobility. For instance, Ph.D. students need to find a host institution for themselves if they want to go abroad. Moreover, there is no formal goal for doctoral schools to define a minimum time that has to be spent abroad for doctoral students. However, it would be desirable for all Ph.D. students to be able to spend some time abroad. Taking part in an international study experience is an important expectation at European level since it can contribute to developing student's critical thinking, problem-solving, and research skills. The gained professional development can help candidates become more attractive for employment.

Conclusions

This paper showed that Hungarian HEIs are becoming more engaged in the integration of international students into their school's academic and student life. However, their practice has been confronted with some challenges. The universities need to ask themselves how their work can be managed more effectively, and how to react proactively towards these challenges. Doctoral schools should place more importance on creating an inclusive organizational culture including orientation programs and support for international students. The international activities of doctoral schools in Hungary are based mainly on the individual activities of the staff. As a result, doctoral schools as institutional units are less represented at the international stage, and they typically do not have contacts with doctoral schools in abroad (Lannert, 2018). Participation in international research is not organized at the system level, it is typically based only on individual efforts and personal relationships of professors and PhD candidates. Therefore, at the beginning of their PhD studies candidates sometimes face difficulties in terms of choosing their projects, or join ongoing international research projects. It would be a valuable direction of development for all Hungarian doctoral schools to assist PhD candidates (if they needed) by organizing some research projects at the level of doctoral schools.

Both Hungarian and international students at all academic level think the language barrier is one of the main obstacles of making acquaintances. The insufficient language skills of some international students entering the university, the lack of foreign language skills of the university staff dealing with administrative issues, and the insufficient foreign language competence of some Hungarian students may cause trouble for doctoral schools. In the case of Hungarian students, the problem is not simply their deficient foreign language skills but also a communication habit which makes the student refrain from asking questions or making

comments, a habit probably acquired at school, where frontal teaching does not really favor interaction in class. A potential development framework would be the more intensive usage of foreign-language literature in Hungarian language courses and a wider availability of foreign language courses for Hungarian students.

Regarding social contacts, most universities help international students socialize within the framework of a mentor or buddy program that includes the organization of several leisure time programs as well. However, most other events, like performances, presentations, and lectures, are in Hungarian. To draw a lesson from this, universities need to apply a more integrative approach in the area of student services and to create active student communities.

It is important to emphasize that both international and Hungarian students wish to have more programs that would bring them together. The empirical findings show that many of the Hungarian and international students also would like to take part in joint courses or joint (research) projects. It seems that events organized specifically for international students help to mix students with only very low effectiveness, while the combined sports programs, parties, and learning-related programs are more suitable occasions for connecting the two groups.

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ⁱ The support of student mobility in Europe was created by specific programs such as Erasmus, Erasmus +, CEEPUS (Central European Exchange Program for University students).

ⁱⁱ Erasmus Program is a European exchange student program that was launched in 1987 with the aim to provide foreign exchange options for student and staff between universities. https://ec.europa.eu/programmes/erasmus-plus/anniversary_en

Erasmus+ is the program of the EU in the fields of education, training, youth and sport for the period 2014-2020, which - compared to Erasmus- additionally includes opportunities to study, train or volunteer abroad for students, teachers, youth workers and volunteers. The Program supports transnational cooperation and mobility among education, training, and youth institutions and organizations. https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2019_en

ⁱⁱⁱ Horizon 2020 is the biggest EU Framework program for research and innovation, in which approximately 77 billion EUR of funding is available for the period of 2014 to 2020. The program supports initiatives that fit for its 3 priorities. (excellent science, industrial leadership, societal challenges) (<https://ec.europa.eu/programmes/horizon2020/what-horizon-2020>).

About the Authors

Laura Kovács Ph.D.

Laura Kovács completed her Ph.D. studies as a full time candidate in Political Science, at the University of Pécs. She obtained her MA degree in political science as well. Her academic interest revolves around the international cooperation of cities. She investigated why local authorities become increasingly more international and how the concept of “networking” can be interpreted. Since in Europe these issues are strongly connected to the European Union, she also

deals with the issues of multi-level governance and Europeanization. The research program of her thesis was supported by the State of Hungary in the framework of the National Excellence Program. Laura Kovács is the author of numerous articles and a member of many professional societies. She has been a guest lecturer at several higher education institutions in Hungary. She has been working in the field of internationalization of higher education since 2012. Therefore, her academic interest has diversified. Related to this topic she recently presented at FAUBAI 2018 Conference and at the poster session of NAFSA 2018 Annual Conference. She is working for Tempus Public Foundation.

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Georgina Kasza is Ph.D. Candidate at Doctoral School of Educational Science of Eötvös Loránd University in Budapest (Hungary). She obtained her MA degrees in history and sociology. Her main research interests are higher education policy and equity in education. Next to higher education her professional interests also include public and adult education. Her doctoral research covers internationalization in Hungarian higher education. She focuses on how internationalization-related policies can be implemented at the institutional level, how the different policy mechanisms and tools can change the institutional practices. The international student mobility is a key topic of the research. Her doctoral research is supported by the ÚNKP-17-3 New National Excellence Program of the Ministry of Human Capacities. Prior to her doctoral studies, she had already worked on international student mobility in the frame of several research projects. Between 2010 and 2011 she analyzed the mobility-related data of National Graduate Tracking System. After that, she was involved in a research project which focused on statistical and empirical datasets in higher education. Since 2016 she has continuously analyzed the various empirical and statistical datasets related to international mobility in higher education. Recently her interest has turned to the international mobility of adult/mature students. She is working for Tempus Public Foundation.

A Survey of Expected Versus Actual Pedagogical Challenges Experienced by International Professors

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Abstract

The international mobility of knowledge workers, as reflected in the vast numbers of international (or immigrant) scholars, help provide the intellectual infrastructure of several higher institutions of learning and research across the world. Although the large numbers involved reflect an apparent success of this phenomenon, there are hidden challenges faced by international scholars. In this study, a survey was administered to determine what international professors expected pedagogical challenges were before arriving in the United States, versus the actual experiences they faced after they began teaching in the United States. The most common pedagogical issues international professors expected to face included instructor-student communication, challenges with their own proficiency of spoken American English, and cultural differences. These three issues were also the most frequently reported pedagogical issues that they experienced, along with a sense of unpreparedness for different instructional strategies necessary for instructional success in the United States classroom. Implications for specialized support for immigrant scholars are discussed.

Keywords: international scholars, pedagogical challenges, international professors, faculty mobility, cross-cultural challenges, instructional differences

International Scholars among Higher Education Professionals - By the Numbers

Globalization, and its associated worker mobility, has changed the face of the average worker, especially in cosmopolitan cities. In the last two decades or so, the number of migrants worldwide has rapidly increased. According to The United Nations International Migration Report of 2015, the formal counts of migrants reached 244 million in 2015, up from 222 million in 2010, and 173 million in 2000. A subset of this migrant group comprises international academic workers whose skills are needed in instructional and research fields in higher education.

Although the statistics are hard to find (for reasons delineated later), the following percentages of foreign-born academic workers have been reported:

- United Kingdom: 63,275 out of 204,665 academic workers (31%) during the 2016-1017 academic year.

- Canada: 40% of Canadian faculty have at least one degree from a foreign university (Times Higher Education, 2017).
- Russia: 2,000 of 319,300 academic workers (0.63%) (based on 2018 data from the Ministry of Education and Science of the Russian Federation).
- United States: There were 124,861 “international scholars” during the 2014-15 academic year (Institute of International Education, YEAR).

Peripheral to the above list, in China, there have been efforts to attract top global talent to its top tier universities. For example, Plan 111, established in 2005, hoped to hire 1,000 overseas academics (Times Higher Education, 2017).

As indicated above, the contributions of international scholars to the academia cannot be overstated. In the U.S. context for example, Tolga Yuret (2017) analyzed the educational backgrounds of 14,310 full professors from the top 48 universities in the United States and found that one in three professors at prestigious U.S. universities received their undergraduate degree abroad, and one in eight received their doctoral degrees abroad. Yuret also found that higher ranked universities tended to hire foreign-educated professors at the same rate as lower ranked ones, public or private, and that about half of all professors of mathematics and a quarter of all professors of chemistry obtained their undergraduate degrees outside the U.S. Similarly, Herget (2016) reported that in the U.S., the majority (75%) of the “international scholars” (more on this terminology later) work in the science, technology, engineering, and math (STEM) fields. In addition to the aforementioned numbers, there are about 80 American university campuses outside the United States, and most of them involve U.S.-born faculty.

Significant in Numbers, but Still Undercounted

Despite the high numbers of international scholars in the west, and to a lesser extent, elsewhere across the world, these the western statistics are still a significant undercount. The first reason for this is that a large number of immigrant scholars do not directly enter their current professions through the conventional immigrational processes. For example, this paper’s first author entered the U.S. as a scientist, but became a professor after obtaining his doctoral degree 13 years after his initial career. More notably, in his research of international scholars, he has found that more than 60% of those the author knows personally entered the U.S. as graduate students, and then remained in the host country to become professors, *after* they had become citizens. They therefore were not hired as international scholars, and for this reason, are not represented in the formal immigration counts as listed above.

Another reason for the undercount is how the terms *international scholars* or *international professors* are defined. Whereas several institutions of higher learning define the former as any foreigner who enters a country to conduct formal research—excluding teaching—many foreign-born professors often self-define as international scholars. And lastly, many members of the academy who entered as international scholars or international professors currently perform administrative duties. This subpopulation may potentially evade definition and hence, formal counts. Partly for these reasons, it is difficult to determine, with certainty, the true

populations and impact of international scholars around the world. In this study, *international scholars* will be used to include researchers, instructors, including administrators who used to be scholars and professors, and *international professors* will specify international scholars with instructional responsibilities.

It is noteworthy that, in the assessment of the Institute of International Education, the 124,861 U.S. number indicated growth—thus making international faculty an important part of the growing global academic labor market. Their contributions to this labor market are more valuable than simply their statistical significance, however: they add to the needed diversity, skills, and new perspectives in academic settings (Yudkevich, Altbach, & Rumbley, 2016). In addition, international faculty tend to be more productive than their local counterparts (Kim, Wolf-Wendel, & Twombly, 2011).

Important by the Numbers, but Challenged on the Job

In spite of their value in the labor market and their apparent success as achievers on the educational ladder, international faculty face a variety of challenges. Multiple studies have been conducted in attempts to identify their major challenges. The findings of these studies indicate that these challenges include relations with students, feelings of loneliness, and difficulty obtaining permanent residency in the United States (e.g., Collins, 2008; Herget, 2016). Student attitudes towards international faculty varied, with some students being put off by a professor's "foreignness," while others reported, encouragingly, that international professors exposed them to different points of view, helped them overcome stereotypes, and gave them first-hand insights into other cultures and places (Alberts, 2008). In one comprehensive, phenomenological study of international faculty, Hutchison (2015) found, in addition to the struggles noted above, indications of socio-cultural shock, communications issues, systematic barriers, and differences in pedagogical approaches, including differences in assessment philosophies and expectations.

As with all pedagogical contexts, instructors may expect to encounter different kinds of challenges. For immigrant instructors, however, their instructional landscapes are laden with an additional layer of instructional challenges (in harmony with Hutchison's [2015] research findings mentioned earlier), partly because pedagogical approaches often reflect the culture of the larger society from which the instructor hails: traditionalist societies tend to be more lecture-based, while egalitarian societies have a tendency towards conversational approach to instruction (Hutchison, 2005). New international faculty members therefore need to negotiate these differences, too, when moving from one teaching culture to another.

The Importance and Purpose of This Study

Previous research studies have identified some of the challenges experienced by international faculty; however, all have focused on the challenges faced only after they arrived on the job. The current study aimed to examine specifically what disconnects in terms of pedagogy international professors expected to face *before* they arrived on the job, and how their expectations matched reality during their first three years of working in the United States. This

study also examined the extent to which international professors expected to face specific challenges, and how frequently they were negatively impacted by those challenges in reality. In addition, this study explored how much support international faculty received in navigating these issues, and how they might want this support. The research questions were:

- 1) To what extent did international professors expect to encounter pedagogical challenges when coming to the United States?
- 2) To what extent did international professors actually encounter pedagogical challenges while working in the United States?
- 3) To what extent did international professors receive support in navigating those pedagogical challenges?
- 4) What is the difference between the international professors expected challenges and actual challenges experienced?
- 5) How does gender, years of higher education experience in country of origin, family status, and perception of their country of origin impact the challenges the international professors expected or experienced?

Method

Sample Population

The sampling frame for this survey, international professors working at an urban, research university in the southeastern U.S., was provided by the university International Student and Scholar Office. The sampling frame consisted of 97 international professors. Since the sampling frame was relatively small, the research team decided to disseminate the questionnaire to the entire group. In order for the results from this survey to be considered representative of this sampling frame, 78 responses were needed (Krejcie & Morgan, 1970).

Questionnaire Development

A research team that included two professors and seven graduate students developed and disseminated the questionnaire. One international professor served as the expert on issues of international faculty, and the other served as the expert in survey research methods. The instrument was designed based on previous research of the expert. The expert and a representative of the university international office reviewed the questionnaire for content validity. Changes for clarity were made to the questionnaire. Once finalized, the questionnaire was piloted with three international doctoral students to ensure that the instructions, questions, and answer choices were clear, and to establish a time frame for survey completion.

The questionnaire was comprised of 23 questions designed to examine the anticipated pedagogical challenges, experienced pedagogical challenges, support needs, and basic demographic information of international professors. Response options consisted of checklists and interval scales. The questions and response options are provided in the results section of this paper.

Research Design

This cross-sectional survey utilized the tailored-design method and was disseminated using social exchange theory principles (Dillman, Smyth, & Christian, 2014). It captured the perceptions of one university’s international faculty at one point in time. The tailored-design method and social exchange theory principles tailor the survey to a particular population and situation in order to develop trust, motivate respondents to reply, and reduce total survey error.

Survey Procedures

An internet-based survey tool was used to disseminate the questionnaire. An initial email and four reminders sent between 5 and 7 days apart to potential respondents contained a link to the survey. Reminders were only sent to individuals in the sampling frame who had not yet responded. The email addresses were not linked to the actual responses of the individual. There was no incentive offered for completing the survey.

Results

Thirty-six of the 97 potential respondents in the sampling frame responded to the questionnaire. This represents a 38% response rate. The demographic characteristics of the respondents are displayed in Table 1. The majority of the survey respondents were male (58.3%) aged between 31 to 40 years (65.7%), and married (61.1%). There were 18 different countries of origin. China was the most frequent country of origin (n=8), followed by Germany and Iran (each n =3), then Brazil, India, South Korea, and Vietnam (each n=2). Other countries with one respondent each included France, Turkey, Nigeria, Bolivia, Trinidad and Tobago, Spain, United Kingdom, Greece, Italy, and Cyprus. The H1B visa (47.1%) and Visiting Scholar (41.2%) designations accounted for the majority of the respondents’ immigration status. A majority of the respondents had considerable teaching and research experience, with only 11.1% reporting less than one year of experience in their country of origin and 31.4% reporting less than one year of experience in the U.S. Most of the respondents (65.7%) had lived in the U.S. for five or fewer years. The most frequent areas of appointment were Engineering (20.6%) and Computing & Informatics (17.7%). Assistant Professor (38.2%) and Visiting Scholar (38.2%) were the most common job titles.

While sixty-one percent of the respondents reported being married, only 38.9% of the spouses resided in the U.S. and 27.8% had children who resided in the U.S. Adjustment challenges of family member was mixed, with 37.5% and 50.5% indicating some adjustment challenges for spouses and children, respectively.

Table 1
Demographic characteristics of international faculty

Characteristic	<i>F</i>	<i>%</i>	Characteristic	<i>F</i>	<i>%</i>
Gender			Area of appointment		

Male	21	58.3	Arts & Architecture	0	0
Female	15	41.7	Business	2	5.9
			Computing & Informatics	6	17.7
Age			Education	1	2.9
21-30 years	6	17.1	Engineering	7	20.6
31-40 years	23	65.7	Health & Human Services	2	5.9
41-50 years	4	11.4	Liberal Arts & Sciences	2	5.9
51-60 years	1	2.9			
61-70 years	1	2.9	Current Title		
			Lecturer	2	5.9
Marital Status			Researcher	3	8.8
Married	22	61.1	Assistant Professor	13	38.2
Live-in partner, not married	2	5.6	Clinical Professor	1	2.9
Single or divorced	12	33.3	Visiting Scholar	13	38.2
			Postgraduate Fellow	2	5.9
Spouse & Children					
Spouse born in U.S.	3	9.1	Immigration Status		
Spouse reside in U.S.	14	38.9	H1B visa	16	47.1
Children reside in U.S.	10	27.8	Visiting Scholar	14	41.2
			J1	3	8.8
Time teaching/research in country of origin			F1	1	2.9
Less than 1 year	4	11.1			
1-5 years	10	27.8			
6-10 years	10	27.8			
11-15 years	7	19.4			
16 or more years	5	13.9			
Time teaching/research experience in U.S.					
Less than 1 year	11	31.4			
1-5 years	15	42.8			
6-10 years	6	17.1			
11-15 years	1	2.9			
16 or more years	2	5.7			
Time lived in U.S.					
0-5 years	23	65.7			
6-10 years	11	31.4			
11-15 years	1	2.9			
16 or more years	0	0			

Research Question 1: To what extent did international professors expect to encounter pedagogical challenges when coming to the United States?

International faculty and staff were asked to think back to the time of their initial appointment and to identify the pedagogical issues they expected to encounter once they began teaching in the U.S. The question provided a list of 23 potential issues from which the respondent could check as many as applied (see Table 2). Of the 36 respondents to the survey, 20 (55.6%) ranked student understanding of their spoken American English as the most common anticipated concern, followed by 19 (52.8%) who reported proficiency in their own spoken American English as the next most common pedagogical concern. Additionally, 16 (44.4%) anticipated that the cultural differences between their country of origin and the U.S. may be an issue.

Table 2

Frequency and percent of pedagogical issues international faculty anticipated and experienced

Pedagogical Issue	Anticipated		Experienced	
	F	%	F	%
Student understanding of my spoken American English	20	55.6	32	88.9*
Proficiency in spoken American English	19	52.8	31	86.1*
Cultural differences between my country of origin and the U.S.	16	44.4	33	91.7*
Knowledge of students' prior understanding of the content area I teach	14	38.9	33	91.7*
Knowledge of differences in academic expectations (e.g., grading, evaluation)	13	36.1	29	80.6*
Understanding students' perspective in their evaluation of my teaching	11	30.6	28	81.8*
Differences in how instructors measure student learning (e.g. tests, projects)	10	27.8	28	77.8*
Proficiency in written American English	10	27.8	28	77.8*
Knowledge about different instructional strategies (e.g., lecture, seminar)	10	27.8	29	80.6*
My knowledge about professional standards in my field	4	11.1	26	72.2*
Developing rapport with faculty colleagues	9	25	23	63.9*
Understanding intellectual property/plagiarism standards in the US	7	19.4	20	55.6*
Respect from faculty colleagues	7	19.4	22	61.1*
Developing rapport with administration (Chair, Dean, and university levels)	6	16.7	24	66.7*
Respect from students for my professorial position	5	13.9	27	75.0*

Respect from students for my content knowledge	4	11.1	25	69.4*
Use of peer review in the reappointment, promotion & tenure	3	8.3	23	63.9*
Developing rapport with students	3	8.3	25	69.4*
Respect from administration (Chair, Dean, and university levels)	3	8.3	22	61.1*
Respect for the ideas of my students	3	8.3	20	55.6*
My respect for students	2	5.6	21	58.3*
Respect for the ideas of my students	3	8.3	20	55.6*

before teaching in the U.S. * $p < .01$

Research Question 2: To what extent did international professors actually encounter pedagogical challenges while working in the United States?

Next, international faculty were asked, given the same list of pedagogical issues, to identify which items they actually experienced during their first two years of teaching or conducting research in the U.S. (see Table 3). Respondents were provided a frequency scale defined as follows: (a) never, zero times in two years, (b) rarely, one to five times in two years, (c) occasionally, six to ten times in two years, (d) often, 11-20 times in two years, and (e) very often, more than 20 times in two years. On average, few respondents marked any issues as being experienced “very often.” The most frequently reported pedagogical issues rated as “very often” were respect from students about their content knowledge (10.7%) and professorial position (10.3%). The most frequently reported pedagogical issues rated as “often” were proficiency in their written American English (25.8%), proficiency in their spoken American English (21.1%), and knowledge about different instructional strategies (20.7%). The most frequently reported pedagogical issues rated as “occasionally” were cultural differences between their country of origin and the U.S. (41.9%), understanding of students’ prior knowledge of the content (38.7%), and understanding students’ perspective in their evaluation of my teaching (27.6%). Respondents also reported that only “rarely” did they experience issues with respect from colleagues (46.7%) or administration (46.7%).

Research Question 3: To what extent did international professors receive support in navigating those pedagogical challenges?

The most frequently received support reported was one for providing more knowledge regarding different instructional approaches (45.2%, See Table 4). More respondents reported that they would like to receive support in this area (25.8%). Similarly, while 38.7% reported that they received support in how instructors teach, an additional 29% indicated a desire for this support. Previously, none of the respondents anticipated the use of peer observation in teaching as being a potential pedagogical issue prior to working in the U.S. However, 41.9% of respondents received support in this area and 12.9% more indicated they would like this support. Also of note, 37.9% reported they received support regarding academic expectations (e.g., grading, evaluation, assessment) and 20.7% indicated a desire to receive support in this area.

Table 3

Frequency and percent of pedagogical issues international faculty and staff experienced teaching in the U.S.

Pedagogical issues experienced in years 1 and 2	Never		Rarely		Occasionally		Often		Very Often	
	F	%	F	%	F	%	F	%	F	%
Proficiency in spoken American English	5	15.2	11	33.3	8	24.2	7	21.1	2	6.1
Proficiency in written American English	8	25.8	7	22.6	7	22.6	8	25.8	1	3.2
Student understanding of my spoken American English	4	11.3	10	33.3	12	40	3	10	1	3.3
Differences in how instructors teach (e.g., lecture, seminar)	8	28.6	10	35.7	6	21.4	4	14.3	0	0
My knowledge about professional standards in my field	10	35.7	16	57.1	1	3.6	1	3.6	0	0
Cultural differences between country of origin and U.S.	3	9.7	11	35.5	13	41.9	3	9.7	1	3.2
Knowledge of students' prior understanding of the content area I teach	3	9.7	9	29.0	12	38.7	4	12.9	2	6.5
Knowledge about different instructional strategies	7	24.1	13	44.8	1	3.4	6	20.7	1	3.4
Differences in how instructors measure student learning	8	29.6	8	29.6	4	14.8	4	14.8	2	7.4
Use of peer observation of teaching	14	48.3	7	24.1	4	13.8	3	10.3	0	0
Use of peer review in the RPT process	13	44.8	9	31.0	3	10.3	2	6.9	1	3.4
Developing rapport with students	11	37.9	8	27.6	7	24.1	2	6.9	0	0
Understanding student's perspective in evaluations of my teaching	8	27.6	9	31.0	8	27.6	1	3.4	2	6.9
My respect for students	15	53.6	10	35.7	0	0	1	3.6	1	3.6
Respect for the ideas of my students	16	53.3	11	36.7	0	0	1	3.3	1	3.3
Developing rapport with faculty colleagues	13	44.8	9	31.0	2	6.9	4	13.8	0	0
Developing rapport with administration	12	41.4	10	34.5	3	10.3	3	10.3	0	0
Knowledge of the differences in academic expectations	7	24.1	12	41.4	6	20.7	1	3.4	2	6.9
Understanding intellectual property/plagiarism	16	57.1	7	25.0	1	3.6	2	7.1	1	3.6
Respect from students for my content knowledge	11	39.3	11	39.3	2	7.1	0	0	3	10.7
Respect from students for my professorial position	9	31.0	14	48.3	2	6.9	0	0	3	10.3
Respect from faculty colleagues	14	46.7	9	30	3	10	1	3.3	2	6.7
Respect from administration	14	46.7	12	40	1	3.3	0	0	2	6.7

Research Question 3: To what extent did international professors receive support in navigating those pedagogical challenges?

The most frequently received support reported was one for providing more knowledge regarding different instructional approaches (45.2%, See Table 4). More respondents reported that they would like to receive support in this area (25.8%). Similarly, while 38.7% reported that they received support in how instructors teach, an additional 29% indicated a desire for this support. Previously, none of the respondents anticipated the use of peer observation in teaching as being a potential pedagogical issue prior to working in the U.S. However, 41.9% of respondents received support in this area and 12.9% more indicated they would like this support. Also of note, 37.9% reported they received support regarding academic expectations (e.g., grading, evaluation, assessment) and 20.7% indicated a desire to receive support in this area.

Table 4
Frequency and percent of international faculty and staff who wanted or received support for pedagogical issues

Pedagogical Issue	Received Support		Wanted Support	
	F	%	F	%
Proficiency in spoken American English	7	21.9	11	34.4
Proficiency in written American English	5	15.6	8	25
Student understanding of my spoken American English	5	16.7	11	36.7
Differences in how instructors teach (e.g., lecture vs. seminar)	12	38.7	9	29
My knowledge about professional standards in my field	6	20.7	5	17.2
Cultural differences between my country of origin and the U.S.	6	18.8	12	37.5
Knowledge of students' prior understanding of the content area I teach	8	25.8	12	38.7
Knowledge about different instructional strategies	14	45.2	8	25.8
Differences in how instructors measure student learning	9	29	12	38.7
Use of peer observation of teaching	13	41.9	4	12.9
Use of peer review in the RPT process	10	32.3	5	16.1
Developing rapport with students	7	23.3	6	20
Understanding student's perspective in their evaluation of my teaching	7	23.3	5	16.7
My respect for students	2	6.9	2	6.9
Respect for the ideas of my students	2	6.9	2	6.9
Developing rapport with faculty colleagues	2	6.9	5	17.2
Developing rapport with administration	2	6.7	6	20
Knowledge of the differences in academic expectations	11	37.9	6	20.7
Understanding intellectual property/plagiarism standards	9	32.1	3	10.7
Respect from students for my content knowledge	5	17.2	2	6.9
Respect from students for my professorial position	3	10.3	2	6.9
Respect from faculty colleagues	2	7.1	3	10.7

Respondents were also asked to indicate their preferred method(s) for receiving support and to identify which methods of support they have utilized already. These responses are displayed in Table 5. The most frequent preference for future support (post-research) was face-to-face seminars and meetings with other international colleagues (70.6%), followed by support through the Center for Teaching and Learning (61.8%). This, in turn, was followed by the use of an online community space with resources and discussions (41.2%), and advice from friends (41.2%). Many respondents preferred to be assigned a mentor (64.7%) with 35.3% preferring an international mentor, and 29.4% preferring a non-international mentor. The two “other” comments indicated a preference for a mentor from the same department or a mentor assigned through faculty training seminars.

The most frequent supports actually used by the respondents included face-to-face seminars/meetings with international colleagues (50.0%), friends (44.1%), and the Center for Teaching and Learning (32.4%). None of the respondents reported using the on-campus counseling center.

Table 5
Frequency and percent of the preferred method to receive support

Method of Support	Future Support		Support Used	
	F	%	F	%
Face-to-face seminars/meetings with international colleagues	24	70.6	17	50.0
Center for Teaching and Learning	21	61.8	11	32.4
Friends	14	41.2	15	44.1
Online community space with resources and discussions	14	41.2	9	26.5
Assigned international colleague	12	35.3	8	23.5
Assigned non-international mentor	10	29.4	4	11.8
Office of International Programs	9	26.5	6	17.7
On-campus counseling center	8	23.5	0	0
Family	6	17.7	8	23.5
Off-campus counseling	2	5.9	3	8.9
Other	2	5.9	1	2.3

Research Question 4: What is the difference between the international professors expected challenges and actual challenges experienced?

Because of the small sample size and number of expected challenges with frequencies less than 5, a related-samples McNemar nonparametric test was used to evaluate the difference between the frequency of expected challenges and the frequency with which international faculty actually experienced pedagogical challenges (see Table 2). The frequency scale of the challenges as displayed in Table 3 was transformed into a dichotomous scale that denoted if the challenge

was experienced or not. These differences were statistically significant for all 22 items with the frequency of challenges experienced greater than the challenges expected. This is an indication that international faculty underestimated the kinds of challenges they might face.

Research Question 5: How does gender, years of higher education experience in country of origin, and family status impact the challenges the international professors expected or experienced?

A chi-square test was used to examine gender differences in the challenges international professors expected and experienced (using the dichotomous variable again). There was a statistically significant difference between gender and the expectation of a challenge of developing rapport with students. More females expected this challenge than males ($\chi^2 = 6.92$ (1), $p = .009$, Cramer's $V = .44$). There were no significant differences in gender for the other *expected* challenges. There was a statistically significant difference between gender and *experiencing* the challenge of developing rapport with students. More females experienced this challenge than males ($\chi^2 = 4.58$ (1), $p = .032$, Cramer's $V = .36$). There were no significant differences in gender for the other challenges they experienced.

Family status recorded whether or not a partner/spouse or children accompanied the international faculty member to the U.S. There were no statistically significant differences in any of the pedagogical challenges expected or experienced and family status.

A chi-square test was also used to examine differences in the number of years of higher education teaching/research experience in country of origin and the challenges international professors expected and experienced (using the dichotomous variable). Years of higher education experience categories were coded as less than one year, 1-10 years, and 11 or more years in order to reduce the number of cells for analysis. There was a statistically significant difference between years of higher education experience and the expectation of the challenge of developing rapport with colleagues ($\chi^2 = 6.40$ (1), $p = .041$, Cramer's $V = .42$). International professors with more higher education experience in their countries of origin expected the challenge of developing rapport with colleagues less often than international professors with less than one year experience in their country of origin. There was a statistically significant difference between years of higher education experience and experiencing the challenge of spoken American English ($\chi^2 = 6.32$ (1), $p = .042$, Cramer's $V = .42$). Also, international professors with more higher education experience in their country of origin experienced the challenge of spoken American English more often than international professors with less than one year of experience in their country of origin. There were no statistically significant differences between years of higher education experience and the other challenges they experienced.

Respondents reported the extent to which they believe that their country of origin was viewed positively or negatively in the U.S. No one reported that their country of origin was very negatively viewed. More believed that their country of origin had a "very positive" (28.6%) or "somewhat positive" (28.6%) view among Americans (see Table 6). They also reported the level of ease or difficulty of their transition to work in the U.S. Most of the respondents reported the

transition to be either “very easy” (11.8%) or “somewhat easy” (44.1%). Some respondents (20.6%) reported the transition to be a “little difficult.” No one reported the transition to be “very difficult” (see Table 6).

Table 6
Perception of international faculty’s country of origin and ease of transition

Characteristic	<i>F</i>	<i>%</i>
Very easy	4	11.8
Somewhat easy	15	44.1
A little easy	4	11.8
A little difficult	7	20.6
Somewhat difficult	1	2.9
Very difficult	0	0
Don’t Know	3	8.9
<i>Ease of transition</i>		
Very easy	4	11.8
Somewhat easy	15	44.1
A little easy	4	11.8
A little difficult	7	20.6
Somewhat difficult	1	2.9
Very difficult	0	0
Don’t Know	3	8.9

Discussion and Conclusion

This purpose of this study was to investigate the expectations and experiences of international professors as they transitioned into a U.S. university. The respondents represented a wide range of professors from 18 different countries working in various departments across the university campus. In consonance with Hutchison’s (2015) findings, although many of the participants had done several years of teaching or research in their native countries, they still experienced challenges in the host country. The most common pedagogical issues international professors expected to face included ease of scholar-student communication, proficiency of spoken American English, and cultural differences. These three issues were also the most frequently reported pedagogical issues that they experienced, along with about a sense of being unprepared for different instructional strategies that they did not anticipate. These observations are in agreement with [Stigler](#) and [Hiebert’s](#) (1999) assertion that teaching is a cultural activity.

Support for different instructional methods was the most frequently reported support both needed and received. Specifically, the frequently reported perceived instructional support needed

and received included how instructors teach (e.g., lecture vs. seminar), use of peer observation in teaching, and knowledge of the differences in academic expectations (e.g., grading, evaluation, assessment). It is notable that most of the respondents (20) were from relatively traditionalist societies (China [n=8], Iran [n =3], India, South Korea, and Vietnam [N=6], Nigeria, Bolivia, Trinidad and Tobago [N=3]). For this reason, it is not a surprise that instructional support garnered a high frequency. These observations align with idea that people's cultural backgrounds influence how they view the world, and consequently, how they learn (Cobern, 1991), and that instructors from traditionalist societies are likely to subscribe to the lecture method, and would therefore need an orientation to western pedagogical approaches (Hutchison, 2005).

The finding that Engineering and Computing and Informatics professors were the most frequent fields of appointment for international faculty supports Herget's (2016) report that in the U.S., the majority (75%) of the international professors are in STEM fields. It is also notable that Assistant Professor (38.2%) was one of the common job titles, possibly reflecting the potential growth of this population (if the respondents are assumed to be a fair representation of the target population [cf. Yudkevich, Altbach, & Rumbley, 2016]).

The findings of this study may be useful in informing future university practices. The reported ease of transition and the observation that the most frequently needed supports were also those most frequently received indicate that procedures for supporting international faculty and staff target the pedagogical issues that they expected to encounter and actually experienced. There is thus a strong indication of the need to continue providing the support services. A couple of the recommendations highlight a need to promote interactions among colleagues. This may reflect the idea that immigrant professors often feel lonely (e.g., Collins, 2008; Herget, 2016). In an individualistic culture such as the United States, it comes as no surprise that instructors feel socially isolated and could therefore benefit from targeted social programs.

Ultimately, the discrepancy between the anticipated and experienced data can be explained by Hutchison's research findings that broadly theorize that teaching across cultural and international borders involve oft-unpredictable factors (e.g., Hutchison, 2015), and thus, the need for more research on this topic.

Limitations of the Study and Future Research

There are several limitations of this study, including the low response rate, the use of a single mode of survey dissemination, and the inclusion of participants from only one university, all of which restrict its generalizability within and without the university settings. While a response rate of 38% is considered good for contemporary surveys, it challenges this study's representation of the experiences of the entire population of international professors at the university. The views of 62% of the international faculty are not represented in these findings and they be different from those who did respond to the survey. Providing alternative modes to complete the survey (such as a paper version) or other languages may have increased the response rate. Another potential reason for the low response rate could be the mobility of the international faculty. Some of the potential respondents in the sampling frame were not in the

U.S. at the time of the survey. Several in the sampling frame list replied to the survey email request that they were out of the country and unavailable to complete the survey; for others, an automated “out of the office” reply was received.

In light of the survey challenges, future studies should prioritize the use of mixed mode questionnaires to improve timeliness, reduce coverage error, and increase the response rate. Mixed mode surveys use multiple avenues to reach the potential respondents such as disseminating both paper and electronic versions of the questionnaire. This survey could have distributed paper versions of the survey through campus mail. Research has demonstrated that questionnaires distributed via paper receive higher response rates (Dillman, Smyth, & Christian, 2014). The use of an incentive for completing the survey may motivate more potential respondents to complete the survey. Another suggestion for future research is to expand the research to include additional higher educational institutions with international professors. Use of different campuses (large and small, urban and rural, research-intensive and teaching-intensive, resource-rich and resource-challenged) might highlight the convergent and divergent expectations and experiences of international professors and their need for support. The use of alternate modes of data collection such as a focus group of international faculty and staff could also add depth to our understanding of these survey findings. Another interesting study may be to compare the expected challenges and real challenges that were actually experienced by an American faculty cohort. This may help to clarify the findings of this study and help to explain the discrepancy between anticipated and actual experiences of international professors.

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Using the Internet to Create International Experiences for Students

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Iowa State University

The Internet is a high-speed communication link incorporating computers, networks and users throughout the world via TCPLP (Transmission Control Protocol/Internet Protocol) which allows dissimilar systems to interoperate (Krol,1992). The use of Internet is progressing rapidly as interfaces become more user-friendly. Recently, manuals guiding the use of Internet have become widely available as new avenues continue to be explored and developed. However, before such manuals became widely available, information guiding the usage of Internet was passed by word of mouth and trial and error. Accordingly, a major hinderance to use of the Internet has been reticence of the uninitiated to jump into the world of trial and error. Although nearly 10 percent of the population at Iowa State University is comprised of international students, there is often a lack of interaction with the Iowans with whom they study. Also, Iowa students are predominantly from small towns or rural backgrounds, are usually self-sufficient, and have not previously placed a high value on travel and global issues.

In 1994, an international Internet experience began at Iowa State University in the College of Education as the result of a search for a potential method of increasing international awareness within the curriculum. Funding was provided by a \$20,000 Internet Exchange Project grant from the Provost's Office. It enabled the installation of full Internet. The college goal was to find a means of increasing student international awareness and interaction, and if possible share this dream and show the possibilities to other professors in hope that others would "catch the vision" and get involved.

Creating international activities for students is important so students can experience global interdependence first hand, and come to realize the need for a greater understanding and acceptance of diversity. In an article published in the Phi Beta Delta International Review, Wolansky (1992 Fall-1993 Spring) advocated infusing global education into the curriculum and elaborated on organizational methods wherein dimensions or themes of global education could be utilized (Figure 1).

Figure 1

Wolansky's detailed expansion of dimensions or themes of global education (*Phi Beta Delta International Review*, 1992-93, 15)

Harvey's Dimension	Kniep's Proposal	United Kingdom Model	<u>Iowa Guide to Integrating Global Education</u>
<ul style="list-style-type: none"> • Knowledge of Global Dynamics • Cross-cultural Awareness 	<ul style="list-style-type: none"> • Global System • Human Values 	<ul style="list-style-type: none"> • Global Interdependence Interrelatedness • Development 	<ul style="list-style-type: none"> • Global Interdependence • Human Resources, Values & Culture
<ul style="list-style-type: none"> • Awareness of Human Choices • State of the Planet Awareness 	<ul style="list-style-type: none"> • Global Issues and Problems • Global History 	<ul style="list-style-type: none"> • Environment • Peace and Conflict 	<ul style="list-style-type: none"> • Global Environment and Cultures • Conflict Management
<ul style="list-style-type: none"> • Perspective Consciousness 		<ul style="list-style-type: none"> • Rights and Responsibilities 	<ul style="list-style-type: none"> • Change and Alternative Futures

Each of these dimensions or themes of global education is expanded in detail within the original sources cited in the reference.

Wolansky viewed some broad topics or themes as "...as being essential and basic to organizing global education instruction regardless of discipline" (1992, 15). As shown in Figure 1, the dimensions common to the four global models are important to the international Internet experience in this study. For example, several specific themes are addressed in the Internet experience: knowledge of global dynamics and interdependence, cross-cultural awareness, awareness of human choices, perspective consciousness, and conflict management. Indeed, Kniep (1989) notes that people's values are shaped by their experiences. It is the present author's belief that this process can be accelerated when students benefit from guidance provided by teachers who understand the process of globalization.

Traditionally, most attempts at internationalizing involved the physical relocation of people in exchange programs at a great expense; however, electronic exchange could occur much more inexpensively. Currently, Internet technology is in place at many institutions of higher education; moreover, in this endeavor, students and professors realized it was an underused doorway to the world. Through the Internet, students and teachers have the opportunity to share experiences and gain insight from open discussions about similarities and differences among the peoples of the world in topics ranging from purely academic to social and personal. McCue (1989) raises the perspective that, by engaging in international interactions, global perspectives can become deeply personal. In the Iowa State project, these global perspectives were gained by students who participated in the Internet experience. Some experiences became deeply personal.

Unanticipated Global Education Spin-offs of the Internet Experience

The highlights of Internet experience in this study were the many exciting global education spin-offs that propelled students to share their knowledge gained from traveling the

Internet highway. An Israeli applied mathematics student, who was communicating on the Internet, expressed a desire to visit Turkey for his spring university break. Another student communicating via the Internet was Turkish. When the desire was communicated to this student, it resulted in a Muslim family hosting an orthodox Jewish student from Israel for a six-day visit in Turkey.

In another venture, a sub-network of math students was formed including an American from Northern Illinois, a Singaporean at the National University of Singapore, an Israeli and a student from Finland. This group was initiated by students at Iowa State University whose instructor shared e-mail addresses of students with common interests in math.

In a third group, marketing, economics and management students, including a Greek currently studying in England, and a British student and an Australian, were brought together to discuss issues. Finally, a student at Iowa State University (ISU) helped a Turkish student who expressed a desire to continue graduate studies in the United States to contact the Graduate Admissions Office and the International Students Office at ISU. This same student is now requesting information for other students in his school who are also interested in attending ISU.

In general, all the students who traveled the Internet highway found their global counterparts to be concerned about similar issues common to humanity. Students enjoyed discussions about foods native to different parts of the world, the weather, and they were particularly interested in social habits of students from other countries. They found that all students have basic concerns about financing their education and getting a good job upon graduation.

International Internet Start-up

When creating an international experience for students, it is important to set realistic goals for the partners who will collaborate in the project. Pike and Selby (1989) in the book, *Global Teacher, Global Learner*, suggest a teaching format including (a) knowledge objectives, (b) key ideas or content, (c) activity/output, and (d) resources.

Initially, the present researcher's involvement with the international internet experience was due to an effort to seek the assistance of a colleague in Singapore. Professor Steve Lee at Nanyang Technical University, was a family friend of an Iowa State University graduate whose father developed cancer of the nose. At first Mr. Lee and Dr. Bradshaw used e-mail to obtain a needed out-of-print medical book in the United States. Later during a visit to Singapore in 1992, Dr. Bradshaw observed a teaching environment employing stereolithography, which gave rise to the idea that students in the United States could generate 3-D computer-assisted drawing (CAD/AutoCAD) files and send them via Internet to Nanyang Technical University of Singapore (NTU) for the production of solid models. Two factors—personal acquaintance, and knowledge of the Internet's physical facilities and capabilities—enabled the program to start quickly and gain rapid momentum. The professor quickly introduced two additional faculty members at the NTU to the project. While the

American students were preparing their segment of the project, they were introduced to the Southeast Asian professor.

During the second semester, Singaporean students were introduced to their United States counterparts and to this author. Together they worked toward the Internet transfer of AutoCAD files from Iowa State to NTU where a 3-D model would be produced based on the United States students' drawings, by driving the computer output on a stereolithographic machine (see Figure 2). Thus, this international Internet student experience was first utilized within the present author's teaching environment. Students at both ends of the globe were experiencing what Rambler (1991) cites as guiding principles for global education: (a) the opportunity to learn about and work with individuals who have different ethnic and cultural backgrounds; (b) cross-disciplinary involvement; and (c) the ability of transnational interactions to impact on individuals and society.

Figure 2

International Internet Student Experience Model

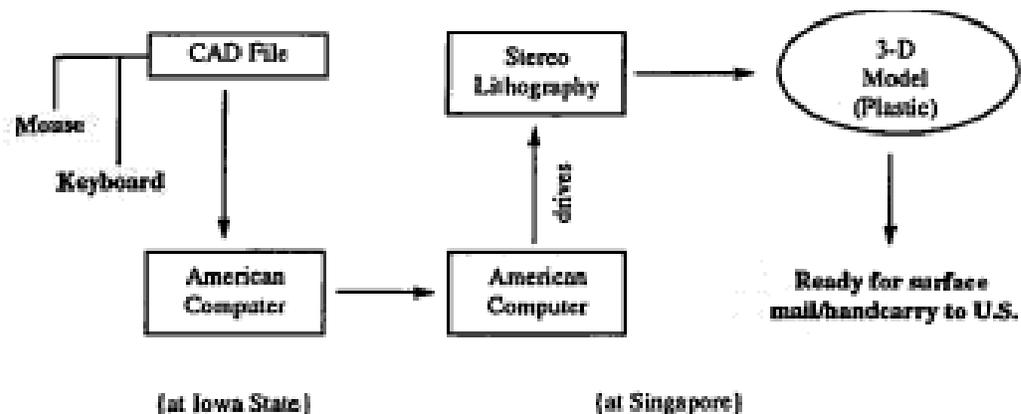


Figure 2: International Internet Student Experience Model

For two semesters, students in two of the author's graphic communication classes utilized the Internet. At the start of each course, class members were surveyed to determine their Internet access and usage. The results were of interest, assuming these classes were representative of other classes at the university (see Table 1). Twenty percent had not previously registered for an Internet account while 20 percent were registered but could not log in to the Internet because they had forgotten their passwords. A third twenty percent used the Internet approximately once per month, usually to send or receive e-mail from a friend at another university. Another 20 percent had developed reasonable facility using the Internet, having been shown or having learned through personal browsing. The final 20 percent were major users of at least one or more of the Internet services.

Table 1
Use of Internet

Use	Percentage
Were not registered for an account	20
Were registered but could not login	20
Used Internet approximately once a month	20
Had moderate facility using Internet	20
Were Major users Total	20
Total	100

Traveling Along the Internet Highway

A decision was made to view the Internet as an information gathering/disseminating tool. A major problem appeared to be the user's ability to understand the range of services provided through the Internet to accomplish information transfers. Following is a brief list of some available information transfer services.

1. Sending and receiving information from distant locations (Glister 1994);
2. Conducting searches, such as for location of topics, names, dates, even photographs;
3. Locating, sending and receiving files (Glister 1994);
4. Transferring information via the "chat" or "talk" mode. This method of information transfer differs in that the parties involved can interact with their information in "real time" with feedback via the keyboard and computer monitor (Glister 1994, *Online Access* 1994; *Internet World* 1994, Pioch 1993);
5. Using "bulletin boards". Bulletin boards are topic specific so persons posting and receiving information can easily locate the appropriate bulletin board (Glister 1994; Hahn, Harley and Stout 1994).

Assisting New Users to Become Frequent Users

It has been problematic getting the non-user introduced to the Internet. The following methodology has been devised to assist the uninitiated as well as to expand the capabilities of those currently using the Internet. A user-friendly manual was developed by the author (Bradshaw 1995) which focuses on local protocol to gain access to various Internet information services:

1. Methods to obtain e-mail addresses of persons who might have information you desire or who might need your information;
2. Usenet news services (bulletin boards), chat, and FTP (file transfer protocol) for downloading and uploading files;
3. Getting "on line".

The Student Assignment

The academic assignment was for each student to either deliver technical content, find information on updated technology, or participate in a conversation about the technology being employed in printing for manufacturing. This was to be carried out via the Internet. Double credit was offered for those completing the assignment internationally by obtaining the e-mail address of an international person and then conducting a minimum of two electronic exchanges between themselves and a minimum of two people, either by e-mail or Internet relay chat.

Finding Internet Users Interested in Project Participation

Dr. Bradshaw knew the difficulty of finding e-mail addresses. During the semester break of December 1994/January 1995, he spent numerous hours on the Internet finding students who were initially from Australia, Singapore, Israel, Finland, and Taiwan, and who were excited about the possibility of communicating with the American students via the Internet. This portion of the project is still on-going. The American students had great difficulty in finding their own initial contacts. One technique employed was to have the student work alongside the professor to observe how to strike up a conversation with unknown people.

The most efficient means of obtaining e-mail addresses was the Internet Relay Chat (IRC) service. This technology allowed the ability to communicate in "real time". It also allowed for private conversation so communication could be carried out accurately and gave a means for insuring e-mail addresses were correct. All contacts made were with university students, however, none of these contacts had coursework that correlated to those of the Industrial Technology students involved in the study. Discussions usually centered on the cost of products, food, and personal interests. The exchange of general information about each other's school, curriculum and academic calendar were also common topics.

Accountability

In addition to the *Beginter* manual (Bradshaw 1995) available for the Internet, there was a need to hold the students accountable for getting "on line". This was accomplished by sending the course syllabus via e-mail. Students were also encouraged to let the instructor know via e-mail when they received the document and if they had any questions pertaining to its contents.

At the start of the author's graphic communication class, a demonstration was given on the most elementary rudiments of sending and receiving an e-mail message, getting into IRC (Internet relay chat) to chat, subscribing to a bulletin board and reading its listings. The common thread of the demonstrations was how to obtain e-mail addresses for those who desire information or how to receive information that is desired.

While several projects in the syllabus were designed to introduce students to a number of different Internet services, often students got "hooked" as users. In one class assignment,

students were required to pursue any one topic via e-mail with another user from another country. The topic source was obtained from the course outline acquired via e-mail. To complete the assignment, any of the Internet services could be used singularly or together, but documentation of success via printout was required.

Project Data Collection

Data collection for formative evaluation during the international Internet experience was made through class observation and class records. As depicted in Table 1, the initial observation was that the class spanned the extremes of 20 percent Internet users and 20 percent without access to Internet. By midterm the class had 100 percent users, and by the end of the semester, the new users were approaching the proficiency of the initial users. Each student was interacting via the various Internet services.

Student Comments Evaluating Internet Services

Throughout the program, students freely shared their opinions about the Internet services. A major benefit of the program was that students noted they became more focused in their use of searches. Following are selected comments:

1. Chat - The most enjoyable service. A nice feature of Chat is instant feedback confirming receipt of a message. The IRC is time-consuming yet addicting, and it is one of the most efficient means to obtain an e-mail address when a planned, focused strategy is employed.
2. Usenet News - A relatively efficient means of finding postings of interest for industrial technology topics. If a desired topic was found, an e-mail address always accompanied it. Usenet News allows for posting/reading and then the opportunity to follow up, however students have experienced that some posters do not respond to their e-mail.
3. E-mail - A communication system dependent upon use by users. An efficient means of communication, but only if the receiver receives the message and responds in an acceptable time frame. Some messages were never acknowledged.

A major shortfall of the entire system was that, currently, there is no means to verify that the "expert" at the other end is truly an expert, or is the identified person.

Conclusion

The Iowa students participating in the international Internet experience learned how to access the Internet and they became aware of the value of the speed at which knowledge can be obtained. These students were seeking information about studying and traveling abroad. The majority of the students felt they were ready for the challenge to assist their future employers to gain entry and travel the Internet highway. Instead of being limited by local perspectives, these Internet users felt they were becoming better members of the global community.

Benefits

As a result of the international Internet experience, students gained interaction with persons from Finland, Israel, Singapore, Taiwan, Australia, the United Kingdom, Cyprus, Turkey, and Greece. They also gained a better understanding of the world, realizing that not everyone gets excited about basketball and football, and, in most parts of the world, football refers to soccer. Students found that concepts such as occupational safety and the United States Occupational Safety and Health Association (OSHA) standards were difficult to communicate. On a more personal basis, students found that, although foods are different and the weather may also be different, the warmth of family love was the same throughout the world. The students also found that the students in other countries were just as curious about Americans. Both discovered they had the same questions in their minds about people from other cultures as people from other cultures have about theirs.

The benefits of any program can often be seen in the success of the participants. In this particular instance, the international Internet experience at Iowa State University opened an exciting door to an international career for one of the industrial technology undergraduates who participated in the program. Following the completion of the B.S. degree program, this student was offered a position in Italy with an electronics manufacturer that uses graphic communication in its processes. As a new employee, the graduate was sent to Japan for two weeks of job training and has enjoyed a successful position in middle management during the first year on-the-job. In a recent e-mail to Dr. Bradshaw, the former student reminisced about the personal growth gained from the international student experience while at Iowa State. Having had no prior experience with the Internet or international students before participating in the program, this graduate is now in the position to offer a job within the company to a second industrial technology graduate who has also demonstrated similar abilities.

Recommendations for Future Use

Throughout the international Internet student experience, American students received many requests from students in other cultures to help them get their friends involved in a similar venture. International students were also interested in obtaining first-hand knowledge leading to possible study in the United States. Educational experiences such as this could and should be encouraged among several nations. The increased availability and ease of Internet communication offers students from all parts of the globe a unique opportunity to extend their education beyond the boundaries of traditional university settings, to experience first-hand the coming together of the global community.

Knowing how to transfer files on the Internet, understanding Network capabilities and limitations, and knowing where to seek assistance when the system fails are skills students develop when they experience the Internet's usefulness. The keys to internationalizing the Internet to provide educational experiences for faculty and students are capability and time. Successful navigation on the Internet highway to provide inter-national

Internet educational experiences among students and/or faculty cannot be achieved unless persons at both ends of the Internet are capable and have the time to focus on such a collaborative undertaking.

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About the Author

Dr. Larry L. Bradshaw was an Iowa State University faculty advisor the Singapore Student Association since 1982. He developed and led a group of ISU students to LSY Color Scanning in Seoul, Korea for a co-op experience in 1987. He was a Fulbright scholar on the island of Cyprus in 1991. He received his bachelors and masters from the University of Northern Iowa, Cedar Falls. He taught in the Cedar Rapids Schools for 14 years before beginning his teaching career for 25 years at Iowa State University in Ames, Iowa, where he received his PhD in Industrial Education & Technology. He received the G. Harold Silvus graduate student award and later received the Epsilon Pi Tau Laureate Award. He was a member of the Epsilon Pi Tau and the Phi Beta Delta Honor Society for International Scholars. He spent a summer with the USAID Teach Corp in Kathmandu, Nepal. With his family, he spent a year in Papua New Guinea under the Summer Institute of Linguistics. He was a delegate under Lt. Governor Anderson's Trade Mission to Korea and the following year took Iowa States students to Korea on a work-study program. Dr. Bradshaw was deceased on January 15, 2013.



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How to deal with crisis management from a European perspective

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Abstract

Crisis management within higher educational institutions has become more and more important in recent years. This is due to the increased number of mobile students, as well as the changing world with regards to terrorism, environmental disasters and other crises. For medical schools this is even a larger problem because medical students tend to go off the beaten paths and end up all over the world for their clinical electives. The way these electives are organized differ greatly by continent. This article will shed light on the way a European institution has tried to come up with a comprehensive crisis management plan for all students, including medical.

Keywords: international mobility; crisis management; medical electives

Crisis management within higher educational institutions has become more and more important in recent years. This is due to the increased number of mobile students, as well as the changing world with regards to terrorism, environmental disasters and other crises. The permeability of European borders also makes it easier for students to move around without leaving an exact record of their whereabouts.

Medical schools have always had mobile students. The nature of the subject causes many students to want to go abroad to ‘save the world,’ seeking opportunities to travel to remote and exotic areas. Following this ideal, medical students tend to go off the beaten paths and end up all over the world for their clinical electives. The increased mobility of students raises the need for good crisis protocols and a comprehensive and complete database with student information. More detailed health and safety instructions are needed for medical student’s health because of the different surroundings, and their work environment. Regular students studying abroad will usually not be exposed to health risks or contamination of some sort. Medical students, however, tend to work in surroundings where they are exposed to diseases and other risks.

It is important to inform all outbound students about the risks they can encounter with regards to their health and inform them about the necessary vaccinations for each specific country. Clinical and research electives abroad offer medical students many unique experiences. However, participating in an unfamiliar health-care setting combined with limited medical experience may place students at risk of illness.

The way universities and medical schools deal with crises in the world differs greatly from continent to continent. The greatest difference which influences all the processes is the fact that in Europe, and particularly the Netherlands, the student is generally regarded as an adult

who can fend for him or herself, while in the US, the student is usually not yet seen as an adult and is treated more like a young adolescent. The increasing number of incoming foreign degree students to Dutch universities, as well as the diverse group of students traveling abroad for their study programs has created a need for Leiden University, in this case, to create a new crisis protocol that works for all of its faculties, including the medical school.

As there was no previous protocol of the kind in place, a working group consisting of employees from the central student affairs office, as well as a few representatives of the faculties (programs) with the most outbound students, was formed. They felt it was important to give a clear scope of the project, and that it was especially important to define the responsibilities for all parties involved. The working group has existed for the last five years and is still active. In this paper, I will describe the essential elements that Leiden University has decided needed to be in place to make sure their students are taken care of correctly and sufficiently while abroad. Leiden University is a large research university in the Netherlands, consisting of seven different faculties (programs) with more than 29,500 students. Out of those 29,500 students, more than 3,000 are international, and 120 nationalities are represented. About 28% of graduating students have an international experience when they graduate, but for the Leiden University Medical Center, this percentage is even higher: 35%.

Governance and Data Management

One important aspect is defining the legal responsibilities of the university with regards to the students. The point of view of Leiden University is that students are responsible for their own actions and decisions as in accordance with Dutch law. In the Netherlands, people are viewed as adults from the age of eighteen on. Once students are registered at Leiden University, they are considered Leiden students, regardless of their nationality. This means that the rules and regulations of the university are in place. The focus on medical students specifically in this article is because medical students need to be aware of the fact that they always need to work under supervision. This rule also applies when they are abroad. They are not yet qualified to work unsupervised at this stage in their study program. With regards to legal status of the medical student, it is important that before the student travels to a country for the internship, he is aware of the fact that a malpractice insurance is necessary. It is either arranged by the host institution, or the student needs to arrange it. This is an extra insurance which is not necessary for regular students going abroad.

To start a project like this, it is very important that all employees of the university/faculty/programs are on the same page. A good working crisis protocol will only work if everybody is on board and willing to do what is necessary when there is a crisis. This means that if a protocol exists, it needs to be introduced at all levels. Deans of faculties need to be aware that in the case of an ongoing crisis, the good name of the institution could be in danger. But as the coordinators and study advisors are the ones who deal with students and their plans daily, so they particularly need to be informed of protocol and the actions that need to be taken

when a crisis occurs. If by any chance a student ends up in a crisis situation, and the faculty in question does not deal with it accordingly, there is protentional harm for the whole institution, because media easily pick up on students abroad who are in ‘trouble,’ and in the stories that are generated, more than often the name of the institution is included.

Another important must is to have an up-to-date database which is accessible from home or abroad and that contains all the information of the students that are abroad, including their contact details in case of emergency. This turned out to be quite a challenge during this project, as the different faculties and departments all use different student systems. The one (central) student database which has all students in it does not allow for extra information about studying abroad. This problem has been temporarily solved by having a devoted crisis management database in the ‘cloud’, accessible by all faculty coordinators and the staff from the central student affairs office.

Next year, a new database for all student information will be introduced, which includes the necessary information about studying abroad. This database is being built at this moment, and the crisis management project group is also part of the database project group to make sure all necessary information is included.

Leiden University Perspectives on How to Deal with Crises

Sharafeldin et al.¹ states in the article *“Health risks encountered by Dutch medical students during an elective in the tropics and the quality and comprehensiveness of pre-and post-travel care,”* each year approximately 300 students enrol in the medical program at Leiden University Medical Center (LUMC) in The Netherlands. Approximately half of them perform one or more electives abroad. Unlike other medical schools, ours allows students to go on electives in countries where infection with Human Immunodeficiency Virus (HIV) is endemic and does not restrict senior students who have completed the fourth academic year from performing surgical or obstetric practice in such countries.

The starting-points with regards to how to deal with crisis from the perspective of the Leiden University and the Leiden University Medical School are described below, as well as the scope of the protocol. In 2015, the extant protocol was tested when the earthquakes happened in Nepal. Leiden University Medical students go to Nepal on a regular basis to do clinical rotations in hospitals there. At the time of the earthquake, 4 students were in Nepal. The earthquake happened overnight the night between Friday and Saturday, when it was a long Easter weekend and the university was officially closed till Tuesday. The university crisis team sent text messages to the coordinators of the faculties (departments/programs) that usually have students there. As I am the Leiden University Medical Center coordinator, I had already realized this was a problem when I woke up and saw the news. Shortly after the news broadcast, I received the text messages and logged on to the database to find out how many of our students were in the affected area. All four were emailed immediately with the request to reply as soon as possible. Luckily, they all responded within the hour, and they were fine. Besides the four medical

students, there were another three anthropology students in Nepal as well. They were all contacted and responded as soon as they could, so luckily, the conclusion in this case was that all seven Leiden students in Nepal were fine.

Another time where the significance of this project was tested, was with the shooting of MH17, the airplane from Malaysian Airlines that was shot down above the Ukraine. The plane had departed from Schiphol Airport and many of the passengers were Dutch citizens. As it happened in the summer vacation, the possibility of having students on board was very high for all universities in the Netherlands, including Leiden. One difficulty was obtaining lists of passenger names was difficult due to privacy laws. In the end, there were no Leiden students on board, but famous AIDS researcher Professor Joep Lange was one of the victims.

These disasters taught us that emergencies and calamities can happen on the weekend and, that we need to be able to access our files from home if we prefer not to physically travel to the university. Although we were lucky in this instance, the crises also made us aware of the necessity of not only having the email contact details of the students, but also a local phone number as the internet can also be down.

Starting Points

1. There is a general statement called “Protocol for studying abroad; both study and internships.
2. The safety of the student and the duty of care of the university are most important
3. The university considers traveling abroad for study credits as “unnecessary travels” with regards to the traveling advice of the Department of Foreign Affairs of the Netherlands
4. The university (central offices and faculties) only support travels to safe areas (see website of Department of Foreign affairs).
5. The Executive Board of Leiden University realizes that it has a responsibility towards Leiden students who go abroad for their study programs. An important part of this responsibility applies to situations that can become potential threats in the country where the student is staying. To meet this responsibility, a student who goes abroad, or is already abroad for the study program, needs to adhere to all the instructions given by Leiden University, and needs to follow the instructions in this protocol at all times. It is important that they know all about it so that in case of an emergency, they can act accordingly.

Scope and Liability

The protocol applies to all students from Leiden University who go abroad for their study programs or already reside abroad for study purposes. The university does not feel liable in case a student has losses or damages because of threatened or actual calamities if the student has not adhered to the responsibilities named earlier in the protocol, including giving incomplete or wrong personal information.

Calamities, as defined by Leiden University, are crises of the following kinds: rebellion, armed conflict, (terrorist) attack, war, (natural) disasters, an outbreak of infectious disease.

Role of the Student

Prevention is always better than attempting to resolve a crisis after it occurs. To try to prevent as many students being affected by disasters as possible, Leiden University has a list of requirements for students that they need to consider when they are making their plans for going abroad. For instance, students are required to give Leiden University relevant information with regards to their stay abroad; this includes updating their information when they have arrived. The university in turn stores all data at a central location which is always accessible. All outgoing students can visit the department of Travel Safety which is part of the university. Students and employees can receive free travel advice about the countries they are planning to visit. If vaccinations are necessary, they can be given there as well. For medical students specifically, there is a protocol for obtaining PEP medication for HIV prevalent countries. The protocol is a collaboration between the advisor internationalisation of the Medical faculty, and the members of the department of Travel Safety. A student going to a high-risk country needs to fill out a questionnaire (see Appendix) with questions about the health situation in this specific country. They need to figure out if PEP is already in place, and they need to discuss which intended actions could pose risks for HIV contamination. Based on all the information the student will provide during the appointment, the Travel Safety colleague will prescribe the PEP recipe or not.

For medical students going to countries with a high HIV prevalence, Leiden University Medical Center provides PEP medication for seven days. The rationale for the seven day limit is that in 7 days, a student can make it back to Leiden, or if that is not the case, to a major city where doctors will also have the medication.

And finally, the university gives all students the number of the Emergency Hotline which is accessible 24/7. This hotline is being manned during office hours by Leiden University employees, and by a provisional company outside office hours. When they receive calls outside office hours, they will consult the head of the crisis management group to see what the necessary next steps are.

The university organizes monthly information meetings which deal with various topics regarding studying abroad. Attendance of these meetings is mandatory. All students going abroad, regardless of their study program, should attend and depending on whether they are going to a higher risk country or safer country, the meeting is longer or shorter. The introduction and basic information is the same for everyone. For students going to the higher risk countries, the meeting is longer. The main reason for the meetings is to make the students aware of what can happen when they are outside their comfort zone. The very first question is, of course, do you have written permission from your program coordinator to travel? Without official

permission from the university, the student cannot officially travel, and if they do so without official status, they will not earn university credits for their sojourn abroad.

During the other mandatory meetings, several different topics will be discussed, still with the main objective of making the student aware of his or her own responsibilities regarding safety while studying abroad. The student will be asked questions like:

- Did you exchange your contact details and with whom?
- Does the university know where you are?
- Can people reach you in case of emergencies, and can you reach people in case of emergencies?
- Are you properly insured?
- Did you pack your medication, vaccinations and/or prescriptions?

Of course, there are many more topics discussed in such meetings, but as the main purpose is to create awareness, the students usually get the message after several iterations of these questions.

Special attention is also paid to drugs and alcohol during these meetings, as these are two cultural habits a Dutch student can be familiar with but which may be regarded differently or even prohibited in other countries. They are told never to bring drugs with them when they travel, and that they need to find out what the local attitude/rules are with regards to using alcohol. What is the legal drinking age? How do the local authorities deal with drug users? Also, social media is a more and more important topic to mention. In some cultures, it is not accepted for one to “tag” people, or take pictures and post them on social media platforms. As Gary Rhodes, PhD mentions in his chapter “*Legal, Health, and Safety Issues: Crisis Management and Student Services in International Higher Education*” it is important to provide students with the support they need on campus or abroad, but limiting the institutional liability.

Medical students, as mentioned earlier, tend to go to more exotic and remote places than students from other study programs. As they will be faced with other beliefs and religions on these journeys they are told to prepare themselves even better than the regular exchange students. Some cultures deal differently with life and death, which can be a large culture shock to medical students. Also, realizing that scarcity in a hospital causes people to die who might not have died in the home country of the student can be an intense experience. The hierarchy in a hospital or the male/female division of status or labor, as well as other diversity issues, can be difficult to deal with for students who are not prepared for realities of life in other cultures.

Conclusions

Defining a good and comprehensive crisis protocol is a complex task and takes time. The scope is much broader than you might initially think. Leiden University has made a good start in trying to define the scope of the crisis protocol by defining the roles of all parties involved,

meaning the students, the program coordinators, the crisis team and the Department of Travel Safety for instance. The other important step is to inform the students properly about their responsibilities. And as we have just read, the specific information for medical students is even more complex. Many of the health risks that were detected in the survey from the article "*Health risks encountered by Dutch medical students during an elective in the tropics and the quality and comprehensiveness of pre-and post-travel care*"³ are probably not unique to Dutch medical students. With regards to these students, we believe that introducing more consults at the Department of Travel Advice will reduce the health risks by reinforcing knowledge regarding all the possible diseases. Hopefully this new policy will indeed be effective in protecting our medical students by limiting health risks.

However, the general scope of this project remains a work in progress as there are continuously new threats and emerging discussions about the responsibility of the university with regards to the threats. Expectation management is an important tool in the discussion with the students involved. The students need to know what the university will do in case of emergency, but they also need to be aware of their own role in making their study abroad experiences a success. With regards to a medical emergency, the route to take should also be clear, this is part of the information consults.

With a clear starting point of making the student responsible for a large part of his or her stay abroad and striving to provide the students with all the necessary information available to prepare themselves, it becomes clear where everyone's responsibility starts and stops. Leiden University explicitly makes the student responsible for his or her actions. This is concurrent with Dutch law which states that people are adults from their eighteenth birthday on. As students can never go abroad in their first year, it never happens that students are still seventeen at the time of going abroad. Students are students once they are registered at Leiden University. At that moment, the nationality is no longer an issue. In the future, more and more focus will be given to these types of protocols.

Appendix A

Questionnaire PEP consult LUMC students

Leiden University Medical Center, Leiden
The Netherlands

In preparation of a PEP consult at the VGM department, the following information is important:

- Everybody that wants to be considered for a PEP consult regardless of obtaining credits for this part of the studies needs to contact the coordinator Internationalization:
Mrs. Drs. E. Hack, Coordinator Internationalization, DOO; phone nr: 071- 526 8310 Student affairs, Room number: V-05-028 Postal zone: V0-P
- Mrs. Hack will send a written referral to the VGM department.

- If you receive study credits for your internship or elective course abroad, a signed authorization form for a one time deposit of € 250 needs to be filled out at DOO-Internationalization (student affairs, Ms Hack). After DOO-Internationalization receives this authorization form, VGM will give the student a prescription for the PEP package. When picking up this prescription at the pharmacy, no costs will be billed to student.
- If you do not obtain credits for this internship, but there is still a need for a PEP package, you need to pay for the package yourself at the Pharmacy (± € 250, -).
- Some health Insurance companies reimburse the PEP costs when this is necessary, but most Insurance companies do not.
- When a needle stick injury occurs, your travel insurance should cover the costs of the treatment. But make sure your travel insurance covers medical internships.

- In principle The VGM department only gives a prescription for one week in case of a PEP indication. If a needle stick injury occurs during the internship, the continuation of the treatment needs to be arranged in that one week as the total duration of PEP medication is 28 days.

- During the appointment at the VGM department concerning PEP, we feel it is very important to have answers to the questions listed below. Without these answers, a consult at the department is not useful or complete and we cannot give a PEP prescription. So please prepare your answers before coming to the appointment, and bring your filled out form with you.

z.o.z.

Afd. Veiligheid, Gezondheid en Milieu (VGM)

Postbus 9600, 2300 RC Leiden

Poortgebouw Zuid, 3e etage

Rijnsburgerweg 10

Leiden

tel.: 071 – 5263643

fax: 071 - 5261052

QUESTIONNAIRE PEP-CONSULT

	YES	NO
Faculty/Student Affairs		
1. Have you been in contact with Mrs. Hack at DOO/Student Affairs?		
2. Will you obtain study credits for this internship/elective course?		
3. Have you filled out and turned in the deposit authorization form mentioned before?		
4. Will you pay for the PEP-package yourself?		
Internship abroad		
5. Who is your supervisor on the spot (location abroad)?		
Name:		
Position:		
Phone number:		
E-mail address:		
6. Who is your supervisor within the LUMC/Netherlands?		
Name:		
Position:		
Phone number:		
E-mail address:		
7. What will you be doing abroad? What are your core activities?		
8. Will you be in risk of needle stick injuries?		
Will you be at risk of a splash accident?		
Blood-blood contact through pricking or cutting wounds?		
How high is this risk?	high	low
9. Can the activities be adapted so that there is no risk of blood-blood contact?		
10. Do you have your own splash goggles/safety glasses?		
11. Is there a needle stick accident and/or PEP protocol present at internship location?		
12. Who is responsible for this protocol?		
Name:		
Position:		
13. Who do you need to call in case of needle stick or splash accident?		
Name:		
Functie:		
14. Does the internship take place within a laboratory?		
15. Are cito tests of the source (patient) possible?		
16. How fast (many hours) can you receive the blood results?		
17. Is PEP medication available at the location?		
If so, for how many days?		
18. How soon can you make use of follow-up treatment locally?		
How far do you need to travel for follow-up treatment?		
How far do you need to travel when the roads are not fit for travelling due to the rainy season?hours		
19. Is it possible to call to the Netherlands to consult the Infectious diseases doctor in charge in case of a needle stick injury or splash accident?		
20. Is email-contact with the Netherlands possible from your internship location?		
Health		
21. Are you healthy?		
22. Are you under supervision of a doctor?		
If so, for which disease?		
23. Are you on medication?		
If so, which medication? (name and dose)		
What is the reason?		
24. Have you been vaccinated against Hepatitis B?		
What was the titer?		

PLEASE BRING THIS FILLED OUT FORM WITH YOU TO THE VGM DEPARTMENT

¹ Sharafeldin, E., Soonawala, D., Vandenbroucke, J., Hack, E, Visser, L.G. (2010) Health risks encountered by Dutch medical students during an elective in the tropics and the quality and comprehensiveness of pre-and post-travel care. In BMC Medical Education 2010, 10:89 <http://www.biomedcentral.com/1472-6920/10/89>

² Rhodes, G. & Ludeman R. (2012) Legal, Health, and Safety Issues: Crisis Management and Student Services in International Higher Education. In D.K. Deardoff, H. de Wit, J.D. Heyl & T. Adams (Eds.), The SAGE Handbook of International Higher Education., SAGE Publications, Inc

³ Sharafeldin, E., Soonawala, D., Vandenbroucke, J., Hack, E, Visser, L.G. (2010) Health risks encountered by Dutch medical students during an elective in the tropics and the quality and comprehensiveness of pre-and post-travel care. In BMC Medical Education 2010, 10:89 <http://www.biomedcentral.com/1472-6920/10/89>



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International Research and Review is the official journal of the Phi Beta Delta Honor Society for International Scholars. It is a multidisciplinary journal that (1) welcomes submission of manuscripts reflecting research representing *all areas of study* that promote the international and global dimensions of institutions programs (including both policy, practice, and debates) and individual experience of engaging in international education; (2) welcomes articles on current issues of the day regarding

international education: the practice, curriculum, institutional issues, faculty and administration management, and cultural aspects and; (3) welcomes book reviews, and reviews or critiques of current literature.

The increasing interest in international opportunities and promotion of scholarship in this shrinking world create new challenges. This purpose of such a publication is to contribute and engage in the conversation related to the broad frames of international education, internationalization, and international scholars. It is hoped that the Phi Beta Delta annual conference and will provide an environment where students, staff, faculty and interested groups can highlight their scholarship in these areas. The conference also serves as a forum for acquiring new ideas, conceptualizations, best practices, as well as discussion on these and other issues of international education.

Research articles may employ qualitative, quantitative, plural (mixed-methods), and theoretical methodologies from an international scope. Both pedagogical and andragogical perspectives on the international experience of teaching, learning, and cross-cultural interchange are welcome. It is recommended that manuscripts be submitted with less than 10,000 words. Articles should use the bibliographic and formatting standards found in the **APA 6th edition (Publication Manual of the American Psychological Association, 6th edition)**.

Authors whose articles are accepted for publication are required to ensure that their data are fully accessible. Authors of quantitative empirical articles must make their data available for replication purposes. A statement of how that is done must appear in the first footnote of the article. Required material would include all data, specialized computer programs, program recodes, and an explanatory file describing what is included and how to reproduce the published results. The IRR is published four times a year on-line by Phi Beta Delta, Honor Society of International Scholars.

Please send your submissions to the Director of Publications at: IRR@phibetadelta.org

Submission Preparation Checklist

As part of the submission process, authors are required to check off their submission's compliance with all the following items, and submissions may be returned to authors that do not adhere to these requirements.

1. The submission has not been previously published, nor is it before another journal for consideration.
2. The submission file is in Microsoft Word document file format.
3. All URL addresses in the text are activated and ready to click.
4. The text is double-spaced; uses a 12-point font; *employs italics*, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.
5. The text adheres to the stylistic and bibliographic requirements of the APA, 6th edition. (**Publication Manual of the American Psychological Association, 6th edition**).

Your submission should contain the following:

- **Name, institute affiliation, mailing address, and email address for all authors**
- Paper title
- Abstract
- Keywords
- Introduction
- Body of paper
- Tables, figures, etc. (if applicable)
- Conclusion
- Acknowledgements
- Brief bio of each author (one paragraph, no more than 100 words)
- References

Nota bene: Below are some issues authors should attend to:

1. Use quotation " " marks for all direct citations of material from your sources.
2. Citations in text from a book should include the page number as (author, date, p. #).
3. Citations from an on-line source must cite the paragraph: (author, date, para. #).
4. Use *italics* when you want to emphasize concepts or words.
5. Use the *automatic* hyphenation function to keep the character and word spacing at a minimum. In Microsoft Word, users can automatically hyphenate documents by altering the options within the program. The location of the automatic hyphenation option varies depending on the version of Word you are using. In Microsoft Word versions 2007 and 2010, it is found by clicking on Page Layout, Page Setup box, hyphenation. In Microsoft Word 2003, it is located in the "Tools" menu under "Language." Automatic hyphenation is also available in earlier versions of Microsoft Word. Reference the Help menu in the program you're using if you need help with either automatic or manual hyphenation.

Phi (philomatheia) -love of knowledge

Beta (biotremmonia) -valuing of human life

Delta (diapheren) -achieving excellence

