Distinguished representatives I want to thank you for the opportunity to speak to you about the importance of engaging faculty members in any effort to move toward comprehensive internationalization. As a comprehensive university of over 9,000 students at the bachelors and masters level and with our first doctoral program beginning in fall 2014, we have been working to expand our internationalization efforts over the last several years. Our cooperation here in China has been one important part of that experience, and we are profoundly grateful for the commitment of CCIEE and AASCU to supporting this effort and for our invitation to begin participating in the CHEPD 121 program in 2007.

In that same year, Stohl offered the following quote in his article reporting on the coming decade of internationalization. His comment highlights the role that the faculty members play in comprehensive universities in the USA as architects and shapers of the curriculum, and by extension, critical influencers to the co-curricular activities of the institution. Moreover, he recognizes that for comprehensive internationalization to be successful, it must engage the totality of the organization: the students, the faculty, the staff, and the community.

I will focus my comments today as a response to the central issue posed by Stohl. If getting faculty engagement and involvement is so important to support internationalization, then I’d like to explore with you first the barriers to internationalization experienced by the faculty and what opportunities we have found help to dissolve those barriers in support of broader internationalization for all parts of our university. As you will see from this slide which shows one part of the mission statement of Coastal Carolina University, we have a commitment to engaging faculty in globalization as a part of our core activities. We believe that a well-diversified faculty with experience and cooperation in the world around them will develop and
communicate to our students not only an awareness of global issues, but also an enduring interest in their engagement. But how do we make that possible? And what are the barriers that we, and other US universities, face in trying to do so?

This slide highlights eight key barriers to faculty participation in internationalization as noted from the research of Dewey and Duff in 2009. As you will see from the list, an overarching theme that permeates all these barriers is the place that internationalization plays in the institutional environment. In many institutions, internationalization efforts are highlighted by individual faculty members’ initiatives to offer a study abroad course to an area and on a topic about which they are passionate, or narrowly focused research efforts that generate renown for individual faculty members. Individual initiative in such efforts can and do elevate the institution’s profile and provide considerable benefit to students and should be supported as they fit the institutional mission. However, the administrative challenges and perceived need to respond to existing categories of evaluation that generate higher recognition by their peers – most notably research and teaching – may cause faculty members to lose interest in or be directed to serve other more local needs over the long term. It is this challenge that is most daunting to institutional leaders. How can we create an environment in which internationalization is a part of how we expect to deliver the value we offer to our students and by extension to our faculty?

As you will see from this slide showing the results of a study conducted by the American Council on Education in 2012, efforts to support internationalization have been changing as they relate to faculty members, with increasing focus on hiring those with international backgrounds and lesser emphasis on supporting faculty involvement in international conferences and research
abroad. In reviewing what can and does work, we have been guided by our mission and inspired by the efforts and research of others.

As a result, we have focused our efforts on raising the expectation for support among faculty of the role of internationalization in the student and faculty experience at the institution. As such, we believe it critical that we do five things:

- INVITE faculty through involvement in leading study abroad programs,
- CHALLENGE faculty through curricular internationalization efforts,
- ENGAGE faculty through teaching and learning abroad systems,
- SUPPORT faculty through providing assurance and recognition of the importance of these efforts, and
- ENHANCE our faculty’s individual professional experience through cooperative efforts abroad and at home.

I’d like to spend just a few minutes on each of these focal areas.

As many institutions, we have fostered individual faculty led study abroad programs. We have also adopted a faculty peer mentoring program to train interested, but inexperienced, faculty who want to develop and lead programs abroad. This program has resulted in more innovative programming. It has led to smooth succession planning when experienced leaders move on to other projects and enabled us to continue long standing programs. It has also generated a broader range of qualified leaders who are trained in best practices and institutional policies for supporting students abroad. We have also established writing circles for developing innovative study abroad programs that bring experienced and inexperienced faculty together across the disciplines to create innovative study abroad experiences. One such experience, being offered at CCU in May 2015, will bring faculty from English, Graphic Design, and Management
with CCU students to teach courses at Beijing Institute of Graphic Communication. Students from BIGC will participate in the courses in a novel and sustainable model of cooperation that resulted in part from our processes above and what we learned was of interest to our Chinese partners at previous CCIEE/AASCU events.

We have begun to develop innovative models to challenge our faculty to review their curriculum to identify how their curricula can become more internationalized. We have adopted an institutional quality enhancement initiative with more than $1 million dedicated to experiential learning of which internationalization expansion is one part. We have also begun to offer smaller internal grants and consultative activities, and innovative matching funds are being explored to help our faculty in all interested departments to more broadly incorporate required or optional internationalization in the courses and experiences they expect of their students and which keep their students on time for graduation.

We engage with our partners abroad to identify opportunities for our faculty that add value to the curricular programs and strategic initiatives of those partners. As the only North American member of the Consortium for International Double Degrees, we have exchanged faculty members with different partners in Europe. Through scholarly reassignment support, we have had faculty partnering in Russia on research projects resulting in 5 jointly published books. We have had faculty cooperation in Ecuador in delivering jointly taught, technology-mediated cooperation with students at Coastal Carolina University on sustainability and international relations. For years we have sent faculty to teach for short terms at European partners. When we polled our faculty for their interest in teaching abroad in China this year for no salary but simply for the experience and the challenge of building new bridges of cooperation and coverage of basic costs, 16 faculty members from four of our five colleges volunteered! As a result, this
summer, we have 9 faculty members from Coastal Carolina University teaching and seeking further cooperation and curricular internationalization at three Chinese universities – Shandong University at Weihai, Xi’an University of Posts and Telecommunication, and 7 of those faculty will be at Shaan’xi Normal University. We are grateful for the partnerships and hard work of leadership and staff at these universities as well as the support of CCIEE and AASCU in this effort. Through such efforts, our faculty are broadening the range of cooperative efforts and bringing those efforts into strategic change initiatives in their own departments to change the programs and curricula available to their students.

Critical in the list of barriers to internationalization that I shared earlier was the issue of support and administrative barriers to participation. While I have described a few efforts above, we have embraced a strong partnership between our International Programs Committee, an elected and appointed standing committee, and our administrative office of Executive Director of Global Initiatives. Through this effort, we have adopted a novel model for assuring fair compensation to faculty leaders of study abroad programming. We have initiated a comprehensive review of supportive practices for faculty abroad, including formalizing communication models, requiring coverage at institutional cost for faculty welfare, and developing a novel Faculty Excellence Summit at which to elevate and celebrate initiatives thus far and welcome new ones in support of comprehensive internationalization. In addition, we have broadened our approach to internationalization review by adopting global learning outcomes assessment in addition to program evaluation across all areas.

Finally, we are learning to more fully embrace the enhancement that can come by engaging substantively with global peers via visiting scholar programs. Our visiting scholars all have faculty peer mentors to assure that they are engaged in the academic community. Along
with scholars from around the world, we have welcomed four visiting scholars from China so far to our campus and two more are arriving in August 2014. The results of their cooperation has lent itself to joint publications, further exchange and teaching, and joint exhibitions of photographic work of students of both countries. While we have been cautious in bringing only small number of scholars at time, we have learned from the experience of each to better improve our support model so that it delivers on the expectations of the visiting scholar as well as supports the internationalization of our faculty and student experience.

In conclusion, we believe that this is a process of redefining the position of internationalization in the expectations and roles of faculty members in the institution. We cannot expect, as Stohl’s quote earlier showed, that faculty members will abandon or marginalize their longstanding and discipline-based job activities to arbitrarily support on a continuing basis institutional efforts at internationalization. By a process of inviting faculty to participate, challenging them, engaging them through value-adding opportunities, supporting them through recognition and rewards, and enhancing their personal and professional development, we believe we can better assure over the long-term the comprehensive internationalization of our campus.

We thank CCIEE and AASCU and all the leadership and staff at our Chinese partner universities for their support and generosity to Coastal Carolina University in this effort. XIE XIE.

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