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About CSIE

Case Studies in International Education (CSIE) is an open access, online, peer-reviewed publication that utilizes case studies for the development and advancement of the field. CSIE seeks to promote further professional development through engaging case study discussion. We offer publication opportunities for scholar-practitioners, including working professionals, faculty, and graduate students at CSIEpub.org. Each case study provides an opportunity to integrate theory and practice through interdisciplinary analysis/insight for the benefit of the field's future growth.

International education is defined by Punteney (2019) as "the profession of designing, managing, and facilitating programs and activities that help participants to appropriately, effectively, and ethically engage in interactions with culturally diverse people and ideas, often across national borders."

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Promoting Global Perspectives: Launching an Internationalization Initiative at a Community College

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Tags

Internationalization and Global Learning; Leadership and Strategy; Technology; University/Higher Education

Setting

Springfield Community College (SCC) has positioned itself at the forefront of global education transformation within the U.S. community college sector. SCC's student body is a vibrant tapestry of cultures, including a significant cohort of international students. This diversity provides a rich foundation for the college's mission to foster a comprehensive global learning environment. By integrating international perspectives into every facet of its educational approach, SCC aims to elevate the quality of education for every student, equipping them with the critical thinking, cultural awareness, and global insights necessary to navigate and succeed in a globally connected world.

Case

SCC embarked on an ambitious journey with its launch of the Global Learning Initiative (GLI), signaling a commitment to internationalization. The GLI's mission was multifaceted: to weave international and intercultural dimensions seamlessly into the curriculum, to ignite a spirit of global engagement among students and faculty, and to forge lasting partnerships with institutions around the globe.

The initiative's key components were crafted to influence every aspect of the educational experience at SCC:

- Curriculum Integration: SCC took decisive steps to develop and introduce globally-focused courses across various disciplines. These courses were designed to provide knowledge and stimulate discussions on international case studies, encouraging students to view their subjects from a global perspective.
- Faculty Development: Recognizing the pivotal role of faculty in successfully delivering global learning outcomes, SCC launched a series of workshops and seminars. These programs were tailored to equip faculty members with the necessary resources and skills to infuse their teaching with global perspectives, enriching the learning experience for all students.
- Student Engagement: A cornerstone of the GLI was its emphasis on tangible international experiences. SCC significantly expanded its portfolio of study abroad opportunities, offered scholarships, and established partnerships with universities across continents to make global education accessible to a broader segment of the student body.
- Campus Events: SCC hosted international festivals and a speaker series to cultivate campus-wide global awareness and celebration of cultural differences. These events brought global cultures to the attention of the SCC community, providing learning experiences outside the classroom.

The journey was not without its obstacles. Faculty resistance emerged as a notable challenge, with some educators hesitant to depart from traditional course content or unsure how to incorporate global perspectives effectively. Budgetary constraints further complicated the ambitious vision of the GLI, limiting the scope of study abroad scholarships and exchanges with international faculty. Moreover, ensuring that the initiative reached every student, particularly those unable to participate in study abroad programs, required innovative thinking and strategic engagement solutions.

To navigate these challenges, SCC employed several strategic approaches. The college embarked on a mission to secure alternative funding sources, tapping into grants, seeking donations from alumni, and partnering with international businesses committed to global education. Incentives were offered to motivate faculty to integrate global learning outcomes into their courses and to engage with professional development opportunities focused on global education. Embracing technology as a bridge to international collaboration, SCC also launched virtual exchange programs. These programs allowed students to engage with peers worldwide, fostering cross-cultural dialogue and cooperation without the need for physical travel.

Despite the challenges, the first year of GLI was impactful. It enhanced global curriculum, increased study abroad participation, and led to greater campus internationalization. After a year, over two-thirds of SCC's academic programs offered courses with substantial international content, enriching students' academic journeys with global perspectives. The initiative was effective in making international education more accessible, as the number of students engaging in study abroad experiences doubled within the first year. The international festivals and speaker series drew widespread participation from students, faculty, and the community. These events served as vibrant celebrations of global cultures and learning, highlighting the initiative's role in fostering a more internationalized campus culture. SCC administrators were pleased with the success of GLI in its first year and looked forward to its continued growth.

Discussion Questions

As you consider this case, discuss:

- What factors contributed to SCC's achievements in the first year of GLI? What could they improve?
- In what ways can SCC measure the long-term impact of its Global Learning Initiative on student outcomes?
- What should SCC prioritize in GLI's second year?
- How can community colleges like SCC collaborate with diverse student populations to foster a globally engaged campus culture?
- How can administrators overcome faculty resistance to integrating global perspectives into curriculum?
- What strategies can universities explore to expand global learning opportunities amidst budget constraints?
- How can technology be utilized to simulate international experiences for students unable to study abroad?

Graduate Engineering Students Navigate Cultural Differences to Design Mobile Prenatal Care App for Rural Africa

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Tags

Cross-Cultural Issues; Experiential Education; Internationalization and Global Learning; Student Learning and Development; University/Higher Education

Setting

Over 80 international students from 19 countries in Africa arrived at a renowned global research university in Kigali, Rwanda. They attended new student orientation and began their journey to pursue a master's degree in engineering focused on information technology, artificial intelligence, or electrical and computer engineering. Upon arrival, the students were excited to participate in a four-week orientation program consisting of academic lectures and group activities aimed to prepare them for the rigors of research-intensive graduate studies. During the fourth week of orientation, students were divided into diverse groups to work on a team project.

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Case

Seven students, each with their own unique cultural background and ambitions, were placed in a group and radiated intellect and confidence. Halima, a soft-spoken but determined young woman from Rwanda, politely greeted her teammates. Ayo, a quick-witted engineering whiz from Nigeria, had a gregarious laugh that echoed through the corridors. Maurine, from Kenya, embodied a quiet confidence and her eyes sparkled with curiosity. The team composition was as follows:

Team Member	Country
Amani	Burundi
Jabari	Cameroon
Kwesi	Ghana
Maurine	Kenya
Ayo	Nigeria
Temidayo	Nigeria
Halima	Rwanda

The topic for the group project was "Digital Technologies for Healthcare in Africa." Professor Mamnusa, a renowned researcher in health informatics and artificial intelligence, tasked the teams to design a health app that addresses a specific healthcare challenge in Africa. Earlier in orientation, students had engaged in intense programming sessions and individual and collaborative group exercises. By the fourth week as the projects got underway, the team was brimming with excitement, but underlying tensions soon emerged.

Ayo, who was used to the fast-paced environment of Lagos (the largest city in Nigeria), immediately began outlining features. "We need a modern and user-friendly interface with real-time data collection!" he declared enthusiastically.

However, Halima expressed concerns. "Not everyone has access to smartphones in rural Rwanda. We need a solution that's inclusive." As the lively discussion ensued, tensions rose between group members and cultural differences emerged on the best approach to design a health app that is inclusive in addressing the needs of rural diverse populations. Ayo's focus on cutting-edge technology clashed with Halima's awareness of the digital divide prevalent in many countries in Africa.

Kwesi, the Ghanaian with a gentle demeanor, intervened and stated "Let's brainstorm ideas first. Everyone has valuable insights to share." Amani chimed in with a specific challenge for the group to consider for a project: the limited access to prenatal care in remote Kenyan villages. This project topic sparked energetic conversation and common interest that steered group members towards exploring potential solutions for this issue.

Gradually, the group evolved, and team members began to acknowledge one another's viewpoints. Realizing the importance of inclusivity, Ayo proposed adjusting his cutting-edge design for compatibility with less advanced mobile phones. Halima recognized the value of Ayo's enthusiasm and realized the potential for future expansion using newer technologies. This open dialogue fostered a spirit of collaboration and compromise among group members.

Jabari's artistic sketches ignited further discussion, which resulted in the inclusion of visual icons that bridge language barriers more effectively than text. Despite minor friction between his aesthetic approach and Ayo's tech-focused mindset, group consensus emerged through spirited debate and continuous refinement of the health app design.

Temidayo's coding skills proved invaluable, not only in building the prototype but also in suggesting ways to streamline features for older devices. Halima's crucial insights emphasized the need for culturally appropriate content, resulting in consultation with local health workers. Initially reluctant, Ayo embraced the importance of getting input from those who would directly use the app.

Halima suggested the name "Team Ubuntu," which underscored their growing unity. The term "Ubuntu" describes a sense of interconnectedness between individuals, society, and the environment. Despite their diverse nationalities, academic backgrounds, and cultural perspectives, the team bonded over their shared determination to make a tangible difference by expanding healthcare in rural communities in Africa through the emerging digital technology arena.

With collective pride, Team Ubuntu presented their group project proposal of a mobile app (accessible on smart and basic cell phones) that offered basic prenatal care information in various native languages. The team designed a mobile app that would be used by both healthcare professionals and expectant mothers in remote areas. During their presentation, team members highlighted how the mobile app addressed the digital divide while promoting digital literacy through microlearning tutorials.

Professor Mamnusa and their fellow students were impressed with the Team Ubuntu project. With excitement she said, "This project exemplifies the power of diverse perspectives and a cooperative team solidarity. You have identified an innovative solution to address a challenge for healthcare professionals and expectant mothers in rural areas across Africa".

Team Ubuntu shared that, from the outset they "were slow to recognize the individual assets of team members and how collective Pan-African experiences can contribute to the project". During the Team Ubuntu debrief session, group members celebrated their newfound appreciation for the power to respect cultural differences, embrace cross-cultural expression, and collaborate to jointly address a challenge.

Discussion Questions

As you consider this case, discuss:

- Examine this group through the framework of Tuckman's Stages of Group Development. Where did you see the evidence of each stage? What likely caused each transition to the subsequent stage?

- For context: According to psychologist Bruce Tuckman, there are five successive phases of group development, and they are: Forming, Storming, Norming, Performing, Adjourning. Another way to think of these five stages are: (1) orientation, (2) intragroup conflict, (3) cooperation and integration, (4) synergy and (5) transformation.
- How did the group navigate conflict, particularly the tension between Ayo's tech-centric vision and Halima's focus on inclusivity?
- Analyze why a specific leader did not emerge within the group. Explain why the absence of a group leader did not hinder the effectiveness of the team.
- How might the group dynamics have differed if members lacked cultural awareness and emotional intelligence?
- Explain how group members strategically used their Pan-African cross-cultural differences to individually contribute to a solution to a complex global problem, such as healthcare access and the digital divide in rural communities in Africa.

“It’s a Good Problem to Have”: Supporting a Surprise Influx of International Students during Orientation and Beyond

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Tags

International Enrollment Management; International Student and Scholar Services; Program Design; Student Services; University/Higher Education

Setting

Willow Park University (WPU) is a medium-sized institution in the northeastern United States that enrolls approximately 5,000 undergraduate students and 1,500 graduate students. Prior to the COVID-19 pandemic, there were around 650 F-1 international students at WPU, or about 10% of WPU’s student body. Since the pandemic, however, international enrollment has dropped to about 300 students total. The vast majority of F-1 students are in undergraduate programs. WPU has two offices that work with incoming international students: Admissions, which handles applications, academic questions, and course registration, and the International Student Services Office (ISSO), which is responsible for orientation and immigration concerns. ISSO must create a record in the Student and Exchange Visitor Information System (SEVIS), a U.S. government database, and issue an I-20 (Certificate of Eligibility for Nonimmigrant Student Status) document for each accepted international student.

Case

In order to combat lower enrollment since the pandemic, the WPU Admissions Office begins a new partnership with a recruitment agent in India. As a result of the successful partnership, many more international students apply to WPU than in past terms, even prior to the pandemic. Knowing that many of the students will not choose

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to attend WPU, the Admissions Office accepts far more international students than they ultimately expect to choose WPU. The ISSO becomes aware of this and anticipates more students needing I-20s than in the past.

By the end of June, over 2,000 international students have been admitted to WPU for the upcoming fall semester. Although some admitted students are in undergraduate programs, the majority of these students found WPU through the new agent and have been admitted to STEM graduate programs.

The large number of acceptances for international students creates a significant increase in work for the ISSO. Jordan, the primary advisor for incoming international students, struggles to keep up with the workload to issue I-20s for this group of students, let alone plan orientation activities for them. Sam, the advisor for continuing international students, helps Jordan when possible. By the beginning of August, Jordan and Sam have issued over 1,000 I-20s for the fall semester.

Several times throughout August, Jordan reaches out to all students with an I-20 to (1) ask them if they have received their visa, (2) remind them to pay their \$500 deposit to WPU after they receive their visa, and (3) send them the RSVP form for orientation. After a student has both provided proof of their F-1 visa and paid their WPU deposit, Alex, WPU's International Admissions Counselor, registers them for their first semester of classes. Alex also uses all of this information (visa, deposit, and orientation RSVP) as a way to estimate how many international students will join WPU for the fall semester and to help academic departments plan course schedules.

When orientation arrives at the end of August, Jordan and Sam are nervous about the accuracy of their numbers. They have reserved the largest space on campus, which has seats for 300 people. Of the more than 1,000 I-20s issued, they have had 275 international students RSVP that they will be coming. They should have enough space in the large classroom, but they reserve a smaller classroom nearby, just in case.

On the morning of orientation, there is an hour on the schedule for all of the students to sign in. For students who arrive early, there are snacks and ice breaker activities while they wait for programming to begin. However, the line to sign in quickly grows long enough to extend outside of the building. The first hour passes, and the line is still incredibly long. Students are getting frustrated with the wait, and Jordan leaves the sign-in area to give an update to the already signed-in students in the large classroom. While updating them, Jordan notices that some students are having difficulty finding open seats and prepares the spare classroom for overflow.

Sign in takes an hour longer than planned, but eventually finishes and orientation begins. Jordan and Sam present twice, switching between the large classroom and the overflow classroom. When they realize the overflow classroom would be needed, they ask the guest speakers from other campus offices if they would have the time to speak to both classrooms of students. Luckily, the speakers are all able to fit in the additional presentation. In total, 355 students show up: 80 more than had RSVP'd.

The next two days of orientation are just as hectic as the first day, even though the only activity scheduled is required individual appointments with WPU's ISSO advisors for SEVIS record updates and activation. Many students arrive outside of their appointment time slot, and there are too many new students—and too many arriving at the wrong time—for the student volunteers to manage the appointments. There are dozens of students waiting to see an advisor at any given time. Everyone is frustrated: the advisors, the new students, and the student volunteers.

Throughout orientation, three more issues arise:

1. Many of the unexpected students arrive with their \$500 deposit in cash and are not registered for classes. Most of them are in the same STEM-focused graduate department, so their academic department has to scramble to add in new in-person sections of courses. As a result, the students placed into these sections unfortunately end up taking classes almost entirely with other students from India.
2. Emails continue to pour in while everyone is busy with orientation activities. Some of these emails are from students who need to transfer their I-20 to WPU, but other emails are from students who entered the U.S. on a WPU I-20 and are requesting to transfer to a different university prior to the start of the semester. In total, Jordan and Sam transfer 180 of these students to different universities, the majority of them going to four schools. Two of the most popular schools require a transfer-in form be filled out for each student by an ISSO advisor, which adds to Jordan's and Sam's heavy workload.
3. An additional 70 students arrive prior to the end of the first week of classes, some of whom had their visa approved late and some of whom are undergraduates transferring to WPU from English language programs elsewhere in the U.S.

In total, there are 425 new international students at WPU this semester, which more than doubles the number of international students on campus. While the ISSO staff were very attuned to the negative consequences of the drastic increase, the common refrain amongst WPU faculty and staff is, "It's a good problem to have."

Discussion Questions

As you consider this case, discuss:

- How can the WPU ISSO and Admissions office better collaborate to support incoming international students in the future?
- What can the ISSO do now to prepare for supporting this group of international students throughout their time at WPU? What challenges will the WPU ISSO face with such a large cohort? Consider academic and cultural support, as well as milestones the students may reach around the same time.
- How might supporting this group of students look different if they were primarily undergraduate students, like the WPU international student population was prior to this semester? What about if there were a more even distribution of home countries represented?
- Are there any cultural considerations that may have impacted how this group of students approached orientation?
- What role does this agent play in this scenario? How can ISSO work with the agent to alleviate some of these challenges? What should the agent be communicating to the prospective and admitted students?
- How can international student advisors better support ISSO colleagues at other institutions when it comes to transferring SEVIS records, particularly during the busiest times of year? What are some good practices regarding transferring new student SEVIS records for both the Transfer In and the Transfer Out schools?

Leadership Competency:

Navigating Change as a New Leader

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Tags

International Enrollment Management; International Student and Scholar Services; Leadership and Strategy; Partnerships; Personnel Management; University/Higher Education

Setting

Springfield University (SU) is a large, public institution, which has traditionally attracted a large number of international students. SU has recently seen a decline in international student enrollment numbers and they have been struggling to attract students from diverse regions of the world. The university leadership hopes to develop an international recruitment strategy to support their commitment to diversity, equity, and inclusion.

The university is currently facing drastic budget cuts due to lower enrollment numbers and reduced state funding. Both the Director of International Enrollment Management and the Director of International Student and Scholar Services have recently retired. As a result, the university merged the two positions into a Director of International Student Outreach and Services. This case highlights the experience of the newly hired director and her approach to leadership in this new role.

Case

During a 6-month search, the hiring committee identifies Eva as a good fit for the new Director of International Student Outreach and Services position. She has previously worked at a small, private institution as their Assistant Director of International Student Services. Eva interviews very well and is able to showcase her strategic mindset. The committee makes an offer and Eva eagerly accepts the position, which will provide her with the opportunity to learn to navigate the nuances and complexities of the system and relationships at a large, public university. These relationships include collaboration with units such as the Career Center, Admissions,

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the Advising Centers, etc. and understanding the university culture, the inner workings of each unit, and how each one plays a role in the larger university setting.

During the first few weeks, Eva is introduced to many people on campus. She tries to learn the unique roles of each individual and each unit on campus, their policies and procedures, and how they relate to the international student experience and success. She observes that the operations of this large, siloed campus are very different from the way things were handled at her previous institution. For example, the recruitment staff and the staff in International Student and Scholar Services (ISSS) each send separate communications to admitted international students, often creating confusion for those students. As another example, Eva learns that the larger student services units on campus (e.g. Student Organizations) run programs for international students, without letting ISS staff know and vice-versa. As a result, Eva will need to tap into her leadership toolkit to come up with some solutions.

Through her conversations, Eva is able to formulate many ideas to streamline processes, including drafting new policies to be more student-centered with a holistic and strategic approach to international student recruitment and retention. While she strives to strengthen relationships with campus partners and provide opportunities for more collaboration, she is struck by the many inefficiencies. It seems that each process is layered with many steps and the students are often given the runaround. However, Eva is confident that she can bring about positive change, as she has often been regarded as a change agent and a bridge builder.

Three months into the job at SU, Eva decides to take charge and start cleaning up processes. She opts to communicate her vision and proposed changes via email to both her recruitment and ISSS teams. In the email, she provides them with “top-down” instructions on collaborating to streamline messaging for prospective and new international students. In addition, her message includes a list of “solutions” to many of the other status quo process inefficiencies. She feels that this approach allows her to move quickly on making some critical changes with a strategic mindset, while displaying her “take charge” leadership skills. In the email, she mentions her intent to send a similar message to campus partners (e.g. Admissions, Student Services, student success centers, etc.) to provide proposed steps to partner in improving the experience for international students.

The email’s distribution prompts immediate discussion among staff members. A few of the staff reply to Eva and share their disappointment in Eva’s approach and ask to meet with her. They express their concern with Eva’s intention to message campus colleagues and feel that it will backfire. They state that the campus culture is one that embraces open dialogue and values an inclusive approach. These types of changes normally take time to identify and to implement. Moreover, each individual and campus unit has a different perspective, which needs to be incorporated into any change or new process.

Eva believes in moving things along quickly and is feeling deflated. However, when she meets with some of the disgruntled employees and listens actively as they share their dismay, she starts to understand. They do not perceive Eva’s top-down approach as a way to move things along more quickly. From their perspective, this approach is neither inclusive nor collaborative. Furthermore, they question Eva’s knowledge of the university system and functionalities in such a short period of time and suggest that it limits her ability to be able “to drive” next steps. They doubt her ability to continue to serve SU and its international students and her teams well, given this initial mismanagement of messaging.

Eva is able to control her emotions, step back, and take in the feedback. Upon further reflection, Eva acknowledges the many complexities of this new institution, which includes many units with a siloed approach but all with the same goal of student success. She realizes that she acted too quickly. She sends a follow-up message to her teams apologizing about the top-down approach and proposes to meet with each of them to understand the “what, why, when, and how?” behind each process and policy before making any further decisions. She promises to take time to understand the internal campus culture more, facilitate more robust discussions, and come to a collective decision about any change.

Discussion Questions

As you consider this case, discuss:

- Was it appropriate for Eva to email instructions on how to improve processes and policies, after having been in her position for three months? Why or why not?
- In this case, how does word choice and modality of messaging play a role? How should a leader decide when to communicate in person versus in writing?
- Eva thought she was acting as a true leader in this approach. However, her message backfired. How do you define a true leader?
- How can a leader foster consultation and collaborative decision making with intentionality?
- How should a leader approach balancing quick and impactful change with collective decision making?
- What are the essential skills required for effective leadership in international education, whether you are a new or seasoned leader?
- Retell the story. Imagine that you are Eva and change one critical decision in the case study. How would that impact the outcomes?

More Than Was Asked For: Leading a Significant Change in a University

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Tags

Education Policy; Experiential Education; Internationalization and Global Learning; Leadership and Strategy; Partnerships; Primary and Secondary Education; University/Higher Education

Setting

Nation University (pseudonym) is a leading institution in its country with a department for training K-12 school teachers. Nestled in a large city with a diverse student population, the university prides itself on its academic excellence and innovative teaching methods. In response to identified challenges with its teacher preparation programs, the university sought to evaluate and enhance its teacher education program to maintain its standing and ensure it produced highly qualified teachers for the country's schoolchildren.

Case

The university's administration engaged a team of external experts to review its teacher education program. The objective was to identify areas for improvement and recommend enhancements that would align with

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current global standards and practices. Initially, the university expected that the consultants would suggest minor adjustments to the curriculum structure and course offerings, such as updating course content, suggesting new program formats, incorporating new teaching technologies, and increasing the number of practical teaching experiences.

However, the consultants' findings were far more radical than the university administration anticipated. After an exhaustive review, they concluded that smaller changes would not suffice to address the underlying issues or to meet the evolving needs of the country's K-12 education landscape. Instead, they recommended that the university make a comprehensive and sweeping shift toward a clinically-based teacher education approach. This approach emphasized extensive hands-on teaching experiences from the first year onward, significant collaboration with local schools, and a fundamental redesign of the curriculum to prioritize field practice over traditional classroom learning.

The recommendation startled the university's administration and faculty. The proposed changes would entail a major paradigm shift, resulting in a complete overhaul of the university's existing teacher education approach, with practical consequences for all stakeholders. The team of experts argued that this transformation was essential to both address the challenges that had already been identified and equip the university to produce the type of educators needed in the country's schools. They also highlighted that such a shift would not only enhance the quality of teacher training but also elevate the university's status as a global frontrunner in educational innovation.

The university leadership found themselves in a challenging situation. Whereas the university had expected suggestions for incremental change, the consultants' offered a well-founded recommendation for profound, systemic transformation. In exploring whether or not to take up the recommendation, the university's leaders now had critical considerations to address: framing the change to secure buy-in from all stakeholders; the need for significant investment in new resources; their partnerships with local schools and the national school governing body; and, ultimately, envisioning their future position in national and global education.

Discussion Questions

As you consider this case, discuss:

- What steps should the university take to evaluate the feasibility, merits, and potential impact of implementing the experts' recommendations?
- What strategies should Nation University use to collaborate with its stakeholders, including faculty, students, and partner schools, to envision a new future?
- What should Nation University communicate to the current campus community, prospective students, and the public about the rationale for these changes? What resistance might Nation University encounter and how might they respond?
- What steps should Nation University's teacher education program take to maintain their strong reputation nationally and globally? How can that reputation help as they undertake these changes?

- Is the goal of education to serve the local community, the national community, or the global community? Does this case illustrate any tension between those goals?
- How can a teacher education program be designed to prepare teachers to develop the global citizenship of youth? In what ways is a clinically-based program with extensive field work well-positioned to be able to contribute to this goal?

Navigating Cultural Sensitivities: Student Advocates for Removal of a National Flag

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Tags

Cross-Cultural Issues; Education Policy; Ethics, Equity, and Social Justice; International Student and Scholar Services; Internationalization and Global Learning; Leadership and Strategy; University/Higher Education

Setting

The student center of a small college in the United States has a tradition of displaying flags from the countries of its international students to celebrate the international diversity of its student body. Recently, a new student enrolled and the college adds a flag from that student's country.

The new flag represents a country that has recently invaded a neighboring nation and the conflict is ongoing. Oleksandr, a student from the neighboring nation, comes from a region heavily affected by the invasion. He sees the new flag in the student center and experiences a range of emotions, including discomfort and distress. He is reminded of the hardships faced by his family and community due to the conflict.

Motivated by these feelings, the student approaches the college administration with a request to remove the flag from the display. He explains his personal connection to the conflict and expresses that seeing the flag on display is a constant reminder of the pain and suffering experienced by his loved ones.

Case

The college administration is now faced with a challenging situation. On one hand, they want to respect and acknowledge the diverse backgrounds of all students, including those from the country represented by the flag in question. The display of national flags is meant to be a symbol of inclusivity and international harmony. On

the other hand, they understand the student's perspective and want to be sensitive to the experiences of students who may be affected by geopolitical conflicts.

The administration must consider several factors, including the potential impact of their decision on campus dynamics, the precedent it might set for future requests, and the overall message they wish to convey about the college's values and commitment to diversity and inclusion.

Discussion Questions

As you consider this case, discuss:

- How should the administration evaluate Oleksandr's request? Should the personal experiences of individual students influence decisions about symbolic displays on campus?
- What is the best way for the administration to communicate with Oleksandr about his concerns? How can they ensure that his perspective is understood and respected, regardless of the final decision?
- How can the administration balance the sensitivities of students from conflicting backgrounds while maintaining an inclusive and respectful campus environment?
- Should the college review its policy on displaying national flags in light of this situation? What guidelines could be established to prevent similar issues in the future?
- What support systems can be put in place for students who may feel marginalized or triggered by symbols or events on campus?
- What are the long-term implications of the decision made in this situation for the college's reputation, student body cohesion, and overall campus climate?

Partnerships for Internationalization: Fostering Scholarship of Teaching and Learning

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Tags

Internationalization and Global Learning; Partnerships; Program Design; Program Assessment; Professional Training; Student Learning and Development; University/Higher Education

Setting

Kate is a new specialist in a Teaching and Learning Center at a U.S. land-grant university. The Center supports faculty to be more effective teachers by encouraging faculty to learn about the research on effective teaching practices and to study how students learn. Faculty are asked to do research, not just on their own discipline, but also on how teaching and learning happens within their discipline. The Center supports faculty of all disciplines in conducting assessments of their own teaching practices. This is known as the Scholarship of Teaching and Learning (SoTL).

The university has a strategic plan prioritizing increased assessment of student learning and has allocated resources to this work. Aligned with this plan, Kate's main responsibilities include establishing campus partnerships for SoTL initiatives. She provides faculty and program directors (including instructors, staff, and graduate assistants) training on SoTL assessment resources/tools, SoTL assessment research proposal writing, and current assessment practices. Kate also facilitates consultations, workshops, and learning communities.

Kate's research includes reviewing current and previous SoTL assessment work, analyzing data and trends, and evaluating effectiveness and potential for growth and change based on these findings. Although she is new, she is well-equipped with resources on campus and has worked in the areas of program design, assessment, and

the scholarship of teaching and learning. Additionally, Kate has experience as an international educator, having designed and run programs to teach about languages and cultures.

Case

Kate, upon being hired, rebuilt the SoTL program and identified three primary areas for new SoTL initiatives:

- fostering a culture of SoTL among campus partners,
- providing support for SoTL scholars to advance teaching by looking into students' learning,
- and enhancing student involvement as partners (SaP), including in international SoTL Initiatives.

These three areas aim to advance teaching and learning in alignment with the institution's strategic planning. Embedded in all three goals is a theme of internationalization. Internationalization efforts in SoTL involve collaborating with faculty, instructors, and educators from different countries and cultural contexts to explore teaching and learning practices from diverse perspectives. Cross-cultural studies and comparative analyses can reveal how pedagogical approaches may need to be adapted for different educational settings across the globe. Engaging in SoTL through an internationalization lens helps promote the sharing and dissemination of effective teaching and learning strategies around the world.

Kate started offering new SoTL programming such as learning cafes and writing retreats for faculty and staff. However, building collaborations and engaging in SoTL projects proved challenging. Although some sessions and meetings were productive for Kate, challenges included the following:

- Time constraints: Faculty often have heavy workloads with teaching, research, and service responsibilities, making it difficult to dedicate time to additional SoTL projects or collaborations.
- Lack of incentives or recognition: SoTL work is not always valued or recognized in tenure and promotion decisions or performance evaluations, so there is limited motivation for faculty and staff to engage in these projects.
- Disciplinary silos: Collaborating across disciplines is complicated by differences in pedagogical approaches, research methodologies, and academic cultures.
- Institutional Support: Lack of funding, resources, or institutional support for SoTL initiatives hinders collaboration and project development.
- Methodological challenges: Some faculty and staff do not have the necessary research skills or experience in educational research methodologies to effectively carry out SoTL projects.

Despite these challenges, Kate sought to motivate faculty and staff to work on SoTL projects. In addition to providing assessment tools, Kate held ongoing meetings with program heads to discuss the benefits of SoTL engagement and hosted sessions in collaboration with other resource offices. She sought funding to engage faculty and staff in SoTL and aimed to introduce international SoTL projects to encourage global partnerships such as international faculty exchanges. This would allow faculty members to observe and learn from teaching and learning practices in different cultural contexts, and potentially collaborate on SoTL projects. Another example of global partnerships are virtual SoTL research collaborations. Online platforms, video conferencing, and shared workspaces can enable cross-cultural collaborations on SoTL research, curriculum development, or teaching innovation.

As the academic year was coming to a close, Kate focused on building relationships with campus leadership. Looking forward to her second year in the role, she planned to revise sessions, launch SoTL workshops focusing on course learning outcomes, and write grant proposals. Kate decided to focus on individual SoTL scholars to address challenges and advance programs and teaching. She hoped these changes would better develop a SoTL culture on campus.

Discussion Questions

As you consider this case, discuss:

- How can the Teaching and Learning Center facilitate genuine and supportive engagement between siloed departments on campus?
- How does the SoTL initiative in partnering with the campus programs and departments contribute to the institution's broader strategic planning and assessment planning?
- Given the financial constraints mentioned in the case, what creative approaches or alternative sources of funding could help the Center overcome financial limitations?
- How does the SoTL initiative contribute to the institution's broader internationalization goals such development of students' cross-cultural understandings and competencies?
- How could the campus partners, including International Programs, benefit from collaborating with the Teaching and Learning Center to build global partnerships?
- How can university International Education offices build a culture of SoTL and assessment with support from their campus colleagues?

What Does It Mean?:

Chinese Number Culture

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Tags

Cross-Cultural Issues; Language Education; Student Learning and Development; University/Higher Education

Setting

The case is set at ABC University in Shanghai. In a recent semester, Miss Chen, a bilingual teacher from the International Education Department of ABC University, taught Basic Chinese III for the sophomore international undergraduates majoring in Business Management, Finance, and Hospitality Management. Basic Chinese is a national compulsory course for international students when they study in Chinese universities or colleges. When teaching Basic Chinese, English is used as the medium of instruction.

Traditional Chinese number culture is closely related to Chinese philosophy, folk beliefs, literature, arts, religions, social customs, and educational inheritance. Some numbers are sought after by the Chinese, while some numbers are taboos. When it comes to teaching basic Chinese to international undergraduates, although it can be a challenge to understand the connotations of Chinese number culture and the multiple meanings expressed by numbers in different contexts, it is essential to let the students know the implication of numbers in diverse Chinese contexts.

Some numbers, such as 9, 6, and 8, are loved by the Chinese. In Chinese culture, 9 symbolizes forever, 6 means smooth/lucky, and 8 stands for making a fortune. The number 250 has a negative meaning in Chinese culture, because it implies a fool when used for describing a person. Other numbers like 4 and 7 are also bad numbers in Chinese number culture because the words for 4 or 7 sound similar to death in Chinese.

It is necessary to teach international students the connotation of Chinese number culture and how to correctly use numbers in different Chinese contexts such as gift giving, naming, labeling, etc. However, it should be noted that in math or prices, numbers are numbers without cultural meanings.

Case

One fall day, early in the semester, Miss Chen walked into the classroom to teach Basic Chinese III to international undergraduates as usual. She was going to teach the topic of shopping in Chinese stores, so she began by asking the students to share stories about their shopping experiences in China. A U.S. student was eager to tell his shopping story. The story is shown below:

Last weekend the student went to Yu Garden, a place famous for street foods, handicrafts, and clothing in Shanghai. He stepped into a hat shop, attracted by a yellow hat. "How much is it?" he asked the shop owner in Chinese while pointing to the yellow hat.

"250 Yuan," said the shop owner in Chinese.

After hearing the number 250, the student angrily replied "Do you think I'm stupid?" He then walked out of the hat shop without hesitation, having bought nothing.

"You know, Miss Chen, I remembered that the number 250 implies being stupid in Chinese culture. That's why I got mad and refused to buy the yellow hat, even though I liked it," said the student proudly because he thought he did the right thing.

After listening to the shopping story, Miss Chen wanted to laugh and weep all at once. She wanted to laugh because she was glad that the student understood part of the meanings of the number 250 in Chinese culture, but she also felt sad because the student didn't know how to properly use the number 250 in different Chinese contexts.

Miss Chen paused for a while, and then said "Thank you for your story!" She continued: "Although numbers contain multiple meanings in Chinese culture, based on this case, the price of this yellow hat is 250. In this Chinese context the number 250 doesn't have a cultural connotation, it merely refers to the actual price of the yellow hat. The shop owner doesn't have any intentions to insult customers. The price of the hat happens to be 250 Yuan."

After class, Miss Chen reflected on the challenges of teaching the many connotations of number culture. She wondered how and when to incorporate complex cultural lessons into foreign language education.

Discussion Questions

As you consider this case, discuss:

- Do numbers contain cultural meanings in your culture? If yes, what do numbers mean in your culture?
- If you were the language teacher, what would you say at that moment in class to the international student who refused to buy the hat?
- What contextual clues could the student have observed in the interaction with the shopkeeper to help interpret the shopkeeper's intention?
- Are language teachers responsible for teaching about body language, tone of voice, and other nonverbal aspects of communication? Does culture affect these aspects of communication?
- What is the best way to teach cultural nuances in the classroom? How about outside the classroom?

Navigating Academics and Parenthood: An International Doctoral Student's Dilemma

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Tags

Cross-Cultural Issues; International Student and Scholar Services; Student Services; University/Higher Education

Setting

A midsize public university in the U.S. annually offers scholarships to talented high-achieving international students to pursue undergraduate, graduate, and doctoral studies at their institution. The university has a total enrollment of 5,000 and international students represent 15% of the population. Since the majority of the students are residents, most have an established network of family, friends, and community to rely on for support.

The university has an Office of Research and Doctoral Services (ORDS) that offers a wide range of services and resources that support international students' transition to the rigor of doctoral studies. During new student orientation, it is mandatory for doctoral scholars to meet with an ORDS advisor. The advisor provides students with the onboarding guide that contains information to help them acclimate to their new environment. In addition, the advisor helps the student to clarify their research interests and identify a faculty advisor.

Case

Imani, a talented scholar and researcher from Kenya, received a full scholarship from the university in the U.S. to pursue doctoral studies and research. This four-year academic journey would bring Imani closer to fulfilling her dream to return to Kenya and become a professor at a prestigious college in Nairobi.

Imani is a newlywed and has the support of her husband, Benoit, in pursuing this international academic endeavor. Imani's parents, siblings, and community supporters were all excited for her and Benoit to relocate to the U.S. for this academic opportunity.

The couple learned within three months of arriving in the U.S. that Imani was pregnant. Benoit and Imani agreed that he would be the primary child caregiver when the baby arrived while Imani focused on her doctoral studies. However, a month after the baby was born, Benoit accepted a scholarship offer to enroll in a master's degree program in political science from a university located in an adjacent city. This meant he could not serve as the primary child caregiver for their new baby. Imani's mother offered to join them in the U.S. to help with her grandchild, but unfortunately, she was diagnosed with cancer.

Imani met with an advisor in ORDS to inquire about university-provided affordable childcare benefits for doctoral students. The advisor was empathetic to Imani and stated that university administrators were aware of the challenges international students face to secure affordable childcare but had yet to initiate an institutional strategy to address this matter. She provided Imani with contact information for external resources that offer childcare. After the meeting, Imani informed Benoit the institution had no provision for childcare services for international students. The couple was proactive and met with several childcare agencies, but they realized the cost was unaffordable for their budget. During the International Student Networking Luncheon, their fellow students shared similar challenges with securing childcare (Roden & Kinchington, 2021; Brooks, 2015).

Imani was determined to continue with her doctoral studies. As a solution to her childcare dilemma, she negotiated with her professors to bring the baby with her to class three times a week. Imani explained that she and Benoit arrived in the U.S. a year ago, did not have family in the area, and that their support network is currently small. She assured her professors that the baby would not disrupt the class sessions. The professors granted her request. Imani informed the advisor in ORDS of the special arrangements she made with the professors to allow her to bring the baby to class.

Imani's classmates were initially empathetic and were willing to help her with childcare. On occasion, Imani's classmates served as childminders while she was working in the research lab, meeting with her faculty advisor, and meeting her teammates to complete group projects. Imani was always cognizant of her reliance on her classmates. She tried to make sure the baby was not a burden or disruption to their academic studies and did not infringe upon their personal space. Imani expressed her appreciation for their generosity by baking a batch of her famous homemade chocolate chip cookies for them to share.

A month into this special arrangement the professors realized this accommodation was problematic and, unfortunately, the baby had become a disruption during their classroom lectures and group project activities. Imani's classmates became less empathetic and expressed their exacerbation to the ORDS advisor about Imani bringing her baby to class and further stated they had become uncomfortable with serving as childminders.

Discussion Questions

As you consider this case, discuss:

- What potential solutions could the advisor in the Office of Research and Doctoral Services (ORDS) have considered to better help Imani with the childcare dilemma?
- Was it appropriate for professors to make special arrangements with Imani to allow her to bring the baby with her to class three times a week?
- Was Imani's reliance on her classmates appropriate and what, if anything, could she have done differently to resolve the childcare dilemma?
- In what ways may have gender roles and/or culture influenced this scenario?
- What barriers do international students face to acclimation into the local community? What strengths do they bring that they can use to build community?
- What potential systemic changes can institutions implement to better support international students with dependents?

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Bridging Languages and Cultures: The Evolving Landscape of Dual Language Immersion Programs

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Tags

Cross-Cultural Issues; Education Abroad; Education Policy; Experiential Education; Internationalization and Global Learning; Language Education; Partnerships; Primary and Secondary Education; University/Higher Education

Setting

This case traces the cross-continental educational journey of the Global Language Education Initiative (GLEI), which is designed to address the critical shortage of highly-qualified bilingual teachers, particularly in the U.S. Following a period in which educational policy severely limited teaching in immigrant students' native languages by focusing on "English only" as the medium of instruction, policies began to shift back to allowing and encouraging bilingual education. The U.S. is now experiencing a burgeoning dual language movement, but there is a serious gap in the supply of multilingual teachers. California, for example, has experienced a decline in certification of bilingual teachers over the years, from as many as 1,800 teachers annually in the 1990s to around 1,000 in 2019. The state's bilingual agenda, in contrast, calls for the preparation of more than 2,000 bilingual teachers annually by 2030. While most California school districts want to expand bilingual education, over 80% of them say that a shortage of bilingual teachers is an impediment to expansion.

In the Education Department at a large urban university in California, a new dual degree program called the Global Language Education Initiative (GLEI) is launched in response to this need. Drawing from the challenges and successes of similar initiatives, GLEI represents an innovative approach to addressing the acute shortage of bilingual educators worldwide through the establishment of dual degree programs with partner universities in

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South Korea, Mexico, and Hong Kong. In these programs, students spend half of their semesters studying at the U.S. campus and half of their semesters at the partner institutions. Students can elect to conduct their student teaching placement abroad. This method has been recognized for its effectiveness and equity in fostering bilingualism and biliteracy, and prepares bilingual teachers in Korean, Spanish, or Mandarin. The initial goal of the program is to enroll at least 15 students per language track.

The cross-cultural academic exchange that is integral to the dual degree programs not only internationalizes the student body but also lays the groundwork for innovative credentialing and certification pathways. The GLEI aims to cultivate educators who are not only linguistically proficient but also culturally versatile, ready to navigate and contribute to multilingual and multicultural classrooms around the world. The collaboration between GLEI and its international partners has spurred a rethinking of curriculum internationalization and instructional inclusivity, highlighting the program's role as a catalyst for educational innovation.

Case

By the program's third year, GLEI has seen its inaugural graduates, marking a promising milestone in its development. GLEI attracts participants from a wide range of geographical, racial, and linguistic backgrounds. This diversity not only enriches the learning environment, but also mirrors the global landscape of language education that it seeks to impact. The collaboration between GLEI and its international partners has spurred a rethinking of curriculum internationalization and instructional inclusivity on their campuses, highlighting the program's role as a catalyst for educational innovation.

Students in the GLEI program have learned language teaching methodologies from their home institutions as well as from the partner universities, reflecting the approaches to teaching common in each culture. This range of experiences equips them with a comprehensive understanding of language teaching approaches, encouraging a critical analysis that enhances their effectiveness as educators across diverse settings. One graduate, for example, developed an innovative approach to teaching Korean by augmenting their instruction with English using a dual-language learning focus. This method, honed during an international internship, is now part of this graduate's teaching practice at a leading research university in the United States, showcasing the program's success in fostering adaptable, globally-minded educators.

The collaborative efforts also highlight the program's commitment to breaking down barriers and fostering an inclusive environment where students from various linguistic backgrounds and countries learn together, engaging in extensive fieldwork that spans the U.S. and their partner country. The ongoing dialogue between faculty and staff across partnering institutions emphasizes the importance of continuous innovation and adaptation in program design to meet the evolving needs of the global teaching community. This approach not only enriches students' understanding of language teaching in different cultural contexts but also contributes to the internationalization of the curriculum and the campuses.

However, GLEI's ambition to broaden the scope of bilingual teacher education faces challenges, notably in affordability and sustainability. Despite a commitment by all partner institutions to mitigate financial burdens—such as through unit waivers and alignment with U.S. federal financial aid requirements—the cost of the dual degree is high in relation to more traditional teacher preparation programs. Thus, achieving the enrollment goals of 15 students per track remains elusive. Also, the dual degree program has been very labor intensive to develop and nurture. The program involves deep integration of curricula, teaching sequences, and fieldwork across

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continents, ensuring that students can immerse themselves in and critically evaluate language education traditions from diverse perspectives. This complex integration of policies, practices, and procedures across institutions makes the program administratively intensive for all universities involved.

Looking forward, the GLEI partners recognize the program's promise to develop culturally responsive and inclusive teachers who can address the dire need for qualified bilingual educators in California and beyond. At the same time, they must consider the complexities of the program as they plan for the future.

Discussion Questions

As you consider this case, discuss:

- How might the GLEI program support students to engage in reflective practices to identify and challenge their own biases, particularly those related to language and cultural differences? How will this foster more inclusive primary and secondary classrooms in the future?
- What strategies can be employed to ensure that the teaching placement abroad maximize opportunities for intercultural learning and teaching innovation?
- What specific initiatives might programs like GLEI implement to elevate access and inclusion for underrepresented and underserved groups in bilingual teacher education programs?
- How should programs like GLEI adapt their curriculum to address rapid changes in global education landscapes, such as the integration of digital literacy and remote teaching methodologies?
- What creative financial models could be proposed to increase program accessibility while maintaining educational quality in programs like GLEI?
- What key elements contribute to longevity and resilience of educational partnerships, especially in the face of socio-political shifts?
- What general principles can be distilled from GLEI's experiences for broader application in international education?

Walking The Line:

Navigating a Relationship with Unaffiliated International Recruitment Agents

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Tags

Cross-Cultural Issues; Ethics, Equity, and Social Justice; International Student and Scholar Services; Partnerships; Personnel Management; University/Higher Education

Setting

Black Pine College is a small, 2-year university in rural Wisconsin. Given the small size of the school, most employees are in one-person offices and Juniper, new to the field of international education, is the only international educator on campus. She is the International Program Coordinator, who reports to the Campus Director. Juniper starts at Black Pine College over the summer and has two weeks of training with her predecessor before her predecessor leaves the university.

The student population is around 500 students, with a small group of international students, mostly Chinese. The majority of the international students who attend Black Pine College are hoping to transfer to the state's highly-ranked public research university after a couple semesters. Although the university does not contract with any agents for international student recruiting, there is a Chinese agent, Ellen, who has been recruiting for Black Pine College anyway. She charges the students' parents to help them find a suitable American university. Every once in a while, Ellen approaches Black Pine College to ask for compensation, but the university reiterates that they do not use agents for any international recruitment and declines the request. Juniper is advised by her supervisor to navigate that relationship carefully, as Ellen is not an official employee of the university but she has been vital to bringing international students to campus.

Case

Juniper is excited and nervous for her first International Student Orientation Week. She's planned a solid itinerary and, although there are the expected issues and delays, the week runs smoothly. Juniper has been told by her predecessor that she should send some pictures of the Orientation Week to Ellen, who likes to see what the students have been up to. Juniper thinks that's a bit odd, as she's never met Ellen in-person, and decides not to worry about it.

Later in the week, the Chinese students talk to Juniper about how excited they are that Ellen will come to the International Student Welcome Picnic Thursday night, having apparently invited her. The students clearly trust Ellen and, upon meeting her at the picnic, Juniper feels comfortable sending Ellen pictures of her students, presumably to show their parents.

The following year, Ellen comes to the International Student Orientation Week picnic again and brings a present for Juniper to thank her for her hard work. The present is a lovely silver bracelet with Chinese characters and dragons on it. In the moment, Juniper accepts the box, not knowing how to refuse politely. Juniper is uncomfortable accepting a personal gift from an agent and speaks to her supervisor about it. Eventually, they reach the conclusion that Juniper should message Ellen that, although she appreciates the gesture and the bracelet is gorgeous, there is a policy against university employees accepting gifts and that Juniper will display the bracelet in the International Club room so everyone can appreciate it. They do not know if there is such a policy, but hope that this will preserve good will in the relationship while also removing any possibility for wrongdoing.

Discussion Questions

As you consider this case, discuss:

- Should Juniper have sent any pictures to Ellen? Why or why not?
- What would have been the ideal reaction to Ellen's gift?
- How could the cultural role of gift-giving be affecting this situation?
- What can the university do to help International Education professionals navigate situations with unaffiliated agents?
- How is the university protected or vulnerable in this situation? How is it benefiting or being harmed?
- Is it ethical for universities to have any contact with unaffiliated agents?

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