Clemson University Internationalization Task Force
Faculty Subcommittee Report
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SUMMARY

During the course of the general task force review during AY 2013-2014, the following themes emerged with regard to the status of faculty at Clemson.

- Professional Development for enhanced/expanded international activities and global engagement
- Recruitment and Retention of a Diverse and Globally Engaged faculty
- Recognition of the international activities of faculty

These issues emerged within the reviews conducted by several of the subcommittees (including one devoted to “faculty”), as well as the general work of the full task force. This report consolidates the information from those multiple sources.

Clemson’s 1329 instructional, public service, and research faculty are currently organized into five colleges and one school. Policies with regard to the roles, responsibilities, recruitment, retention, performance reviews and promotion and tenure guidelines are established by each college/school in accord with university-wide policies maintained by the faculty senate and published in the faculty manual. As would be expected, international expertise and global engagement is unevenly distributed among the colleges and school, with some disciplines/departments deeply engaged and/or focused on international issues. The nature of departments’ engagement/expertise rightly varies according to the particular discipline. For example, expertise about particular locales, regions or global processes are housed within disciplines in the arts, humanities and social sciences—disciplines taking such topics as the foci of inquiry. Whereas, translational or applied work is strong in the STEM fields, where the technology and systems are developed. The international networks of our faculty are rather evenly distributed across the disciplines, with both professional and personal networks contributing among faculty whether or not they themselves are internationally active. The faculty survey and the inventories of international activities both indicate that the international expertise, networks and engagement of the faculty is considerable, yet still unacknowledged by the University, the colleges, and, in some cases, the departments.

While Clemson’s faculty members are self-motivated and are engaged in developing an international profile, they do so in the absence of:

- A strategic plan for the recruitment and retention of internationally active faculty,
• Programs that support on-going development and engagement of faculty,
• Guidelines for the consideration of international engagement in the tenure, promotion and review process,
• And, criteria/mechanisms that recognize faculty engaged in international activities and a clear method to reward such activities.

It is the recommendation of the Internationalization Task Force, that the university develops a strategy, devote resources and empower the colleges and administrative support offices to attend to these four areas of need.

HIGHLIGHTS OF FACULTY SURVEY DATA

A general survey on internationalization was administered to Clemson faculty in the spring of 2014. The data below are drawn from that survey. Fuller results of the survey are available in the general appendices of the Internationalization Task Force Report; and, raw data may be requested from the Office of Global Engagement.

There were 255 responses to the general section of the faculty survey out of 1329 instructional, public service, and research faculty, which is approximately 20% response rate. The faculty respondents comprised 31% Full Professor, 31% Associate Professors, 22% Assistant Professor, 8% Lecturer or Senior Lecturer, and 8% Non-Tenure track teaching/research position and other faculty. The response rate for the faculty survey by college is as follows: 22% - AAH, 19% - BBS, 27% - CAFLS, 14% - E&S, 24% - HEHD.

There were 69 responses to the research section out of 255 total responses, which is 27% of the total response to the faculty survey, 18 responses to the teaching section of the survey or 7% of the total response, and 4 responses to the service section of the survey, which is less than 2% of the total response.

Global Engagement Indicators:
Respondents reported significant amount of past and current global engagement.

94% of respondents have a passport.

Language use: 116 respondents indicated using at least 1 language other than English in teaching, research and/or service activities, with 26 languages indicated and French, Spanish and German as the top three most frequently used languages.

International Degrees Earned: Just over 25% of respondents had earned at least one degree outside of the United States.

International Experience:
• 72% of respondents have lived or studied outside of the United States.
• 58% have traveled outside of the US as part of an educational study tour.
• 57% have lived outside of the US for an extended period of time.
• 38% participated in service activities outside of the US.
• 49% have taught outside of the US.
• 60% have researched outside of the US.
• 49% have participated in or received funding from grant with an international focus.
• 62% have developed publications with international content.
• 84% attended a conference outside of the US.
• 12% have developed performances, curated exhibits with an international theme or multicultural content.
• 7% have developed performances or curated exhibits outside of the US.
• 23% have received international awards/honors.

Other activities:

Many respondents indicated serving on an international professional board or committee, reviewer or editor, elected official or volunteer. These services include UN technical experts, research congress, graduate committee and art exhibitions.

27 respondents indicated teaching, 32 indicated research and 19 indicated other international activities including serving as a co-PI on research from the Chinese Academy of Sciences with a professor at the University of Hong Kong, collaborating with Argentina on a USDA International Science and Education grant, teaching US history courses packed with international content, leading or facilitating study abroad courses, hosting international students and travel to share research.

**Recruitment and TPR Guidelines and Decisions:**

Respondents were neutral to the statements:

• Hiring non-US nationals for tenure line positions is adequately supported and facilitated by Clemson HR and Immigration Service procedures.
• My department actively recruits international faculty when conducting faculty searches.
• My department considers and values international experience in the faculty hiring decisions.
• International service activities are valued in the TPR guidelines and decisions within my college.
• International research activities are valued in the TPR guidelines and decisions within my college.

Respondents disagreed, with the statement:

• Hiring non-US nationals for academic positions is discouraged at Clemson.
• International teaching activities are valued in the TPR guidelines and decisions within my college.
International activities (e.g. teaching abroad, research abroad) are credited toward my annual workload.

Barriers to Faculty Internationalization

In the free response section of the survey addressing barriers for faculty internationalization, the trends are as follows:

1. Perceived Negative Impact/Disincentives for Global Engagement: Tenure track faculty indicated that global activities before their tenure at Clemson might negatively impact their career and reported being advised not to engage in international activities prior to tenure. No mechanism exists for the recognition for global engagement, international awards.

2. Administrative Inefficiencies in Immigration Procedures for non-US nationals: Faculty reported extended, confusing and expensive procedures for processing the non-immigrant employment visas and permanent residency petitions. They cited frequent staff turnover within the Office of International Services (OIS), poor communication between hiring departments, Human Resources and OIS, and inadequate information or support during the process.

3. Lack of Information about International Activities and/or Procedures for Engaging in International Activities. Faculty cited the lack of information available about international opportunities in the areas of research, teaching and service, as well as insufficient communication/transparency about administrative policies for engaging internationally.

Suggested Improvements for Overcoming Barriers

In the free response section of the survey addressing recommendation for improvements for overcoming barriers for international activities, the basic trends are as follows:

1. Increase & Improve Recruitment and Retention of Globally Engaged Faculty: Recruit top faculty with ability to collaborate internationally and to conduct research/teach to international issues; improve hiring, visa and on boarding process for international faculty;

2. Establish Mechanisms to Recognize and Incentivize International Activities: Increase university recognition in the promotion and tenure guidelines, evaluation process (reward international collaboration and publication); support faculty involvement and recognize time commitments required to engage in international work; recognize international efforts in university publications; more publicity and the recognition of international faculty activities, and faculty accomplishments;
3. Commitment to Internationalization by Executive and Administrative Leadership Administration: Get the top university and administration (the Board of Trustees, President, Provost, CFO and administrative council) on board to buy in and understand the role and need of faculty global engagement;

DISCUSSION OF FINDINGS

Opportunities:

Clemson has the opportunity and the capacity to strategically recruit top global talent and develop a globally engaged faculty. Doing so, will enhance Clemson’s ability to engage faculty and students in inquiry around grand challenges, to prepare students for the globally networked careers, engage with stakeholders within the state, and remain competitive in the globalizing context of higher education. The following assets and challenges were identified in the course of the review.

Assets:

1. A broad base of faculty currently engaged internationally and/or interested in international activities and global engagement across a range of disciplines and categories of engagement. These include faculty with networks and expertise in particular locales and others whose expertise is in the translation or application of disciplinary knowledge/skill. Significant potential in marrying these strengths in collaborative, interdisciplinary activities.
2. The reputation, facilities and research infrastructure to attract top talent and the established practice of recruiting highly qualified scholars and researchers from diverse national backgrounds.
3. Established mechanisms to integrate faculty research into teaching, to engage students (Graduate and Undergraduate) in research activities, and, to support the commercialization and/or translation of faculty and student research through innovation and entrepreneurial activities.
4. A robust infrastructure for student global engagement that can be leveraged to provide opportunities for faculty engagement abroad, engaging new pedagogies in international education and developing their own expertise in particular locales.

Challenges:

1. Lack of articulated strategy for how faculty internationalization supports university mission and goals.
2. Culture of the State, region and institution. South Carolina, despite the high level of direct foreign investment, is still a relatively homogenous state with a similarly inward focused culture. Clemson’s institutional culture and rhetoric has continued to focus on its land grant mission and strong commitment to the students and economy of the state, with very limited recognition of global engagement as a contribution to that endeavor.

3. Unwelcoming climate for international visitors, faculty and students as evidenced in administrative obstacles to hosting or recruiting international scholars/faculty/students; lack of housing and other services for visitors; and behaviors indicative of low tolerance for international diversity.

4. A campus culture and rhetoric that frequently equates the internationalization of faculty with the recruitment of non-US nationals or ones travel portfolio, rather than attending to developing the international networks, global awareness, knowledge and expertise of all faculty.

5. Limited institutional recognition of the value of international activity. Faculty reporting system, tenure and promotion practices, and some departmental practices are identified as dis-incentivizing international activities.

6. Administrative obstacles to international activities. Faculty encounter obstacles to travel for both themselves, students and visitors they would like to host; unclear procedures for managing grants in support of international activities;

7. Limited resources designated for start-up, seed, or travel funding in support of international activities.

**GENERAL RECOMMENDATIONS**

1. **Develop Strategy and Funding for the Internationalization of the Faculty.** Based on the subcommittee findings, we are confident that through the implementation of a strategy for international activities Clemson can create a globally engaged faculty. Such a globally engaged and aware faculty will enhance global learning, better prepare students for leadership in global research environment, improve our competitiveness to attract research funding, and create a climate of collaboration and inclusion. The strategy should be inclusive and flexible to support a range of activity type and participation from all colleges/disciplines, and catalyze innovative, interdisciplinary collaboration among faculty.

2. **Raise Visibility of International Activity.** Provide mechanisms for the recognition of excellence within international activities. This could include: designation of a central space/building on campus as the “International Center”; establishment of an international research and/or teaching award; research symposia/conferences highlighting international research; more explicit tracking of international activity in annual performance, as well as promotion and tenure reviews, announcements of international honors, etc.

3. **Convene a campus-wide conversation around the internationalization of the curriculum.** The development of global learning outcomes, the reconsideration of internationalization within general education and major curriculum, should be accompanied by faculty development opportunities, such as workshops or travel to conferences to develop capacity to deliver global learning across the curriculum—on-line, on campus and
abroad. Provide a series of workshops/training for faculty interested in internationalizing current classes or segments of curricula.

4. Facilitate collaboration with international colleagues through a Visiting and Traveling Scholars Program. Establish a visiting scholar center and/or program that would support and honor the value of international collaboration and bring more distinguished scholars to campus through programs such as Fulbright, Scholar Rescue Fund, etc. while providing support and opportunities for Clemson faculty to participate in teaching, research and other activities abroad. Support should include administrative procedures for travel reimbursements, immigration procedures, logistics of housing, and funding the exchanges activities.

5. Expand Opportunities for Faculty to Engage and Develop Global Competencies and Expertise. Establish mechanisms and funding to allow faculty to engage in international activities either of their own or in collaboration with faculty/institutional partners. This could be to acquire training/experience globally that would translate into their teaching, research or service activity. Activities might include language acquisition, travel to collections/research facilities, pilot studies for potential research funding, overseas teaching experience, etc.

6. Develop guidelines addressing the consideration of international activity and engagement during Recruitment, TPR and Faculty Evaluation. This could include language in hiring announcements recognizing that international activities are desirable; specific guidelines, uniform across campus, for TPR; an internationalization metric for faculty evaluation for incentives and rewards. Recruitment, Tenure, Promotion, and Reappointment guidelines should encourage faculty to develop an excellent international reputation while, simultaneously, respecting the diversity of activities required to achieve this across the different colleges and departments.

7. Improve Effectiveness of Administrative Support Services for International Activities. Provide professional development for grant administrators and faculty to increase their effectiveness in seeking and managing international research awards; enhance campus-wide communication and training for import/export, IP and other compliance regulations as related to international research; seek outside consulting and reconsideration of operational restrictions on international activities (procurement, hiring, etc.).

Interim Recommendations

The following are specific actions that the subcommittee recommends as immediate/interim interventions.

1. Provide mechanisms to acknowledge and reward faculty international activities.
   a. Upgrade Faculty Activity System (FAS) to better track international activities of faculty. Research systems in place at other institutions for tracking international activities and work with the FAS steering committee to implement changes appropriate for Clemson.
   b. Establish a Recognition/Award Reception to honor the international accomplishments of our faculty.
2. Provide workshops for faculty on international funding, building teams on campus for large externally funded projects, inform faculty export control issues for global research.

3. Convene faculty interest group to develop university-wide teams for developing strategies for Global Engagement across the mission areas. These could be organized around research foci, locales or activity model.

4. Provide Funding in support of faculty international activities. Particularly,
   a. to increase faculty ability to compete for funding for international research (this could be a supplement to existing research seed funding).
   b. Expand existing seed funding to support initiatives to internationalize of the curriculum.
   c. Support faculty travel to international conferences.
   d. Send faculty to conferences focused on international pedagogies, global learning, and curricular internationalization (e.g. WISE, SUNY Coil, ASCU, AACU, Forum, CIEE, etc.)

5. Establish an International Visitor and Traveling Scholar Program putting some of the following in place:
   a. Identify short-term furnished accommodation appropriate for visiting scholars/faculty
   b. Commit to host a small number of visiting scholars/faculty through existing programs such as IIE’s Scholar Rescue Fund, Fulbright, etc.
   c. Establish an International Visitors Speaker Series to highlight the work of visitors to campus;
   d. Organize a faculty group who are interested in internationalization and would help each other as a support group to apply for various Fellowships such as Fulbright, Humboldt etc., for international collaboration;
   e. Support faculty fellowship opportunities, with a goal of increasing the number of faculty receiving Fulbright and other prestigious international awards;
   f. Increase the number of Clemson Faculty who are international fellows such as Fulbright, Humboldt on campus and increase number of faculty with other international scholarships and awards.