



Association of International Education Administrators
Leaders in International Higher Education

Examples of AIEA Session Proposals

Panel Discussions (standard sessions)

Educating the Global Generation for 21st Century International Skills: An Urgent Agenda for SIOs

-1 Chair, 2 Presenters

Conference Subtheme *

The Global Generation and Internationalization

Relevant Key Area *

Public policy, including local, national and international laws and policies and governmental agencies

Intended Audience *

SIOs at all experience levels

Session Abstract*

The U.S. faces a new 21st century educational challenge. World language, area/regional/global, and related international education strategies have been on the margins of education policy in the U.S. for too long. Yet, the unprecedented demands for U.S. graduates with international skills and experience are growing by the day across employment sectors. How will comprehensive internationalization address this challenge? What is the role of the U.S. Department of Education's long-standing international education programs?

Take-Aways *

Policy update on HEA-Title VI/Fulbright-Hays programs and goals, including emerging bipartisan Congressional legislation for expanding Title VI's scope to support innovations and interdisciplinary programs at all levels of higher education. Highlights of findings from William & Mary and Indiana University's recent Title VI policy conferences relevant to rethinking comprehensive internationalization.

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This session will engage in a policy discussion on the need for new higher education strategies to educate the global generation for 21st Century international skills. First, since many new U.S.-based SIOs are unfamiliar with the U.S. Department of Education's international education programs, a policy summary and update will focus on their broad and comprehensive goals that pertain to many of the challenges that comprehensive internationalization efforts face today. Second, the session will engage in a conversation about where language, culture and area/regional/global studies, as well as other international education modalities fit into "comprehensive internationalization."

Two of the AIEA subthemes--The Global Generation and Internationalization, and Internationalization and Cross-Cutting Innovation in Higher Education--in particular raise relevant questions:

What knowledge, skills, and competencies are needed by this generation, particularly in the current political climates around the world? How can SIOs collaborate with academia and research teams to ensure that arts, humanities, and social sciences are working together with sciences, technology, engineering and mathematics, and bringing interdisciplinary innovation to internationalized curricula for the global generation? What is the role of emerging technologies in innovating internationalization curricula, research, and partnerships?

A 2014 William & Mary Conference on Internationalization of U.S. Education in the 21st Century focused extensively on these questions with commissioned research, as did a 2018 Indiana University Title VI 60th anniversary conference. Relevant findings will be identified and discussed by Chair and Presenter 2, respectively. New legislation is pending in Congress that will enable new interdisciplinary strategies through Title VI to address the matrix of international skills graduates will need in the global workplace. New legislation also will support cross-cutting innovations in organization and delivery. Presenter 3 will provide the legislative and funding policy update.

Finally, what lessons for comprehensive internationalization may be learned from the long experience of Title VI and Fulbright-Hays, programs which embarked on language and interdisciplinary strategies more than 60 years ago? Today world languages, area/regional/global studies, international business, study/internships/research abroad, interdisciplinary programs, university linkages abroad, and even outreach are all coupled together in a comprehensive international education strategy under Title VI and Fulbright-Hays. Is there a role for these distinctive programs in comprehensive internationalization?

The session will provide 30 minutes for presentations, 10 minutes per presenter. 30 minutes will be reserved for questions and discussion.



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Discussion Questions *

What is the role of world languages, and area and global studies in your institutional internationalization goals?

How might the U.S. Department of Education's comprehensive international education and language programs help advance your internationalization goals?

What changes and/or innovations might be needed at your institution to have more meaningful alignment between these important programs and efforts in the internationalization of higher education?

What are the prospects in Congress for the proposed new areas of federal support under Title VI for bringing interdisciplinary innovation to internationalized curricula for the global generation?

How can AIEA SIOs help restore/increase funding for Title VI and Fulbright-Hays, and advance the new Title VI legislation?



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Seven-Minute Motivators

Enhancing Research Collaboration for Global Connectivity
-1 Facilitator, 3 Presenters

Conference Subtheme *

SIOs as Strategists, Skilled Communicators, Entrepreneurs, and Change Agents

Relevant Key Area *

Campus leadership (e.g. strategic planning, management, partnerships and joint ventures, risk management, roles of President, Provost, Rector, Chancellor, and other key administrators integrating support functions across the campus for international outreach)

Intended Audience *

SIOs at all experience levels

Session Abstract *

The internationalisation of research and academic connections is particularly important to the mission of higher education institutions and their relevance in our increasingly connected world. This session will provide insights into the challenges, implementation and outlook of integrating research into overall internationalisation goals and examine innovative ways for HEIs to collaborate and seek out new partnerships to support emerging researchers, sustaining the next generation to address global concerns.

Take-Aways *

University leaders will discuss approaches to international research projects, best practices, lessons learned while hearing tangible examples of the cross-collaborative effort required to create a sustainable research eco-system that enriches campus internationalisation efforts.

Session Description *

A diverse group of presenters will share elements of research collaboration to progress internationalisation goals and build the foundation for emerging researchers to collaborate across boundaries. Hear from a government agency, international education organisations in the US and a university on the key takeaways from innovative research collaboration and its effects on internationalisation, including student mobility and institution/organisation partnerships.



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Chair

Small Player, Big Impact

How can the smaller, more isolated players in higher education drive research collaboration and have an impact on the global stage? Amy will identify why research is crucial to addressing global challenges but is also important for the internationalisation of the home campus. Amy will also discuss ways to support new and emerging researchers to foster a sustainable research ecosystem.

Presenter 2

Follow the Money

The University of Otago is a member of the Matariki Network of Universities (MNU), a select group of seven institutions. As part of the University's commitment to MNU, it provides designated funding to support academic staff visit colleagues at other network universities to develop and/or enhance collaboration in the areas of research, teaching and curriculum development. Jason will outline how the program works, and its success in fostering the development of research collaboration across the Matariki Network.

Presenter 3

Who takes the lead in promoting international research?

Research is an institution-wide endeavor, with many offices and individuals involved in oversight, support, and execution. But who is responsible for advancing international research in particular? A vice provost for research? An office of sponsored projects? A unit within the international affairs office? This presentation will examine alternative structures from 3 institutions, and provide lessons learned and good practices from each model.

Presenter 4

The Multitudes Gained from Multi-lateral Research Collaboration

Despite the additional administrative burdens, multi-lateral research can have a deep impact on institutions looking to address global challenges, train the next generation of international researchers, strengthen institutional partnerships, and support educational diplomacy efforts. This presentation will feature highlights from an evaluation of the Global Innovation Initiative, a U.S. Department of State-funded program that supported research among U.S., UK, Indian, Brazilian, Chinese, and Indonesian institutions.

Discussion Questions *

Open discussion to follow the four Seven-Minute Motivators.



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Roundtable Discussion

Pathways Programs: Their Promise and the New Reality of International Students' Recruitment (RT)

-1 Facilitator, 3 Presenters

Conference Subtheme *

Leading Solutions to Address Global Concerns

Relevant Key Area *

Research and discovery (e.g., multi-institutional collaborative research and education, joint conferences, seminars and workshops)

Intended Audience *

SIOs at all experience levels

Session Abstract *

This roundtable will engage participants in thinking about, on one hand, the strategic value and role of Pathway programs in the current landscape of international students' recruitment, and, on the other hand, about common challenges encountered in the implementation of pathway programs, whether in collaboration with a third-party provider or home-grown.

Take-Aways *

- Articulate the state of the Pathway program landscape in the US;
- Describe the strategic value of a Pathway program;
- Proactively address common challenges for the implementation of a Pathway program with a third-party provider.
- Evaluate needed resources and potential challenges of establishing a home-grown Pathway program.

Session Description *

Pathways came relatively late to the US market as a recruiting model for international students. They have experienced an explosion in the last few years, with some market consolidation and fierce competition. With the Chinese market in rapid change and the current US political environment impacting inbound student mobility, institutions find themselves in a re-evaluating moment: institutions who have entered the pathway market may need to reassess expectations; institutions who were and are on the fence may reconsider completely their strategies. SIOs will benefit from a frank conversation about the validity, effectiveness, and strategic value of the Pathway model in the current landscape of international students' recruitment.



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On the other hand, institutions who are currently engaged in running Pathways, are collecting precious experience on facing and solving common challenges. SIOs will benefit from the opportunity to reflect on these common challenges and comparing possible solutions with direct experience of current practitioners.

After a brief introduction of the Pathway model, to ensure that the audience is clear on what is being discussed, and a brief description of the state of the Pathway market (5 minutes), participants will be invited to discuss at their table the first two questions (12 minutes):

- Notwithstanding widely shared diversification goals among institutions and Pathway providers, the vast majority of students enrolled in Pathway programs is from China. Given the impact of the current US political climate on the Chinese market, is the Pathway model still a valid model?
- The current fierce competition is causing a “race to the bottom”, with providers pushing institutions to lower English proficiency admissions standards to Pathways. What are SIOs’ responsibilities in this framework?

Various tables will share insights and pending questions with the whole group. Besides the two official facilitators, the session will have other representatives of institutions with Pathways who can contribute offering insights and sharing their experience. (10 minutes)

Participants will then be invited to discuss the following two scenarios, looking for possible solutions and/or lessons learned that could have proactively prevented the problems described in the scenarios (12 minutes):

- Your institution is implementing a Pathway without a third-party provider. The institutions have the political will, the buy-in of the faculty, and some resources to support the students once they get to campus. The challenge is to grow enrollments with limited resources to invest in global marketing.
- Your institution has its own Intensive English Program, whose enrollments have been declining for the past few years. The provider you have engaged to run your Pathway has brought their own ESL curriculum, salary-structure, and instructors (some of whom were previously teaching in your IEP) so that now you have two siloed ESL providers on campus with no interaction. You know this is a ticking bomb.

Various tables will then share insights with the whole group. (10 minutes)
Conclusions and insights will be summarized and made available to the AIEA community through the listerv.



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Discussion Questions *

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