

## **Internationalization Task Force**

### **Proposed plan for inventory of faculty/staff resources, experiences, and development**

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#### **Items that can be mined from data already collected on campus (e.g, from vitas, HRO, Deans, Provost Office, Institutional Research)**

- Percentage of international faculty and staff (defined as born abroad and immigrated to the US)
- Number of faculty and staff who have earned a degree abroad
- Number of faculty who have led a study abroad program or have taught abroad
- Number of faculty and staff who advise international students and groups
- Number of faculty who have been published abroad
- Number of faculty whose work has been translated into a non-English language
- Number of faculty who are an officer in an international association
- Comparison of faculty turnover vs. international faculty turnover
- Number of faculty who teach an “international topic” in the curriculum (how to define?)
- What is described on ePDP evaluations of staff in the area of diversity and inclusion? (workshops, activities, etc.)
- Presence of international faculty in faculty governance (membership, leadership)
- CSCE and FTLC travel grants for travel outside the US, as well as funds distributed by individual Deans.
- Survey of work done by the Dorothy Johnson Center for Philanthropy (e.g. in South Africa)
- Number of faculty and staff that have participated in/attended International Partnership Delegations

#### **Items that can be collected via a survey of all faculty – ordered by priority**

- Percentage of faculty who have lived and/or worked abroad
- Percentage of faculty who speak a non-English language (and which languages)
- Faculty perceptions of opportunities and support for internationalization
- Number of faculty who have done “international research”: contemporary conditions in other countries, global issues, non-US cultures, travel abroad to do research, international collaboration.
- Reasons why faculty are not applying for internationalization grant opportunities
- Percentage of faculty who have hosted an international student
- Percentage of faculty who have attended conferences abroad (and gave a talk)
- Percentage of faculty who have traveled abroad
- Percentage of faculty who are 2<sup>nd</sup> generation (child of one or two immigrants)

- Faculty perception of student perception of international faculty
- Number of faculty that have participated in an expat program with another employer

Items that can be collected via a survey of all **staff** – ordered by priority

- Percentage of staff who speak a non-English language (and which languages)
- Percentage of staff who have traveled abroad (and how many supported by GVSU)
- Percentage of staff who have lived and/or worked abroad
- Staff perceptions of opportunities and support for internationalization
- Number of staff who interact regularly with international students (e.g. advising)
- What are staff more interested in: group travel or flexible, individual travel?
- Percentage of staff who have hosted an international student
- Reasons why staff are not applying for internationalization grant opportunities
- Percentage of staff who are 2<sup>nd</sup> generation (child of one or two immigrants)
- Number of staff that have participated in an expat program with another employer.

Items that can be collected via a survey of **international** faculty

- Number of international faculty whose trailing spouse works at GVSU
- Reflections by international faculty on effectiveness of orientation for them

Other items

- Track international faculty who have left GVSU
- Train Unit Heads to help international faculty to adjust to GVSU
- Put more emphasis on recruiting and retaining international staff
- Special considerations for orienting international faculty and staff (e.g. taxes, health insurance, open enrollment)
- Training of staff on communication issues with non-native English speakers
- Library experiences of international students and faculty (experiences at GVSU compared to experiences in their native country)
- Doing an inventory (of the above items) is the first step towards defining measurable goals in the next GV strategic plan.
- Student evaluations of international faculty vs. other faculty.