

SUMMIT ON INTEGRATION

SURVEY SUMMARIES AND FUTURE OF THE SUMMIT RECOMMENDATIONS

2020

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INTRODUCTION

This summary report and future Summit recommendations is the result of input from each of the Big Ten institutions. In 2019, Summit leaders requested one representative from each of the Big Ten institutions to provide insight on the development of The Summit as a permanent offering of professional development for Big Ten international education professionals. The Summit representatives would evaluate the continued need of The Summit on Integration as a professional development model after seven years of offerings by seven Big Ten institutions. The primary topics of the Summit on Integration revolved around three areas of focus:

I. Supporting International Students and Scholars for Success;
II. Global Learning; and
III. Building Globally Inclusive Campuses.

The purpose of this full-year exercise was to provide insight prior to culmination discussions at the Pre-Summit meeting on November 12, 2020. There were three surveys conducted in alignment with the areas of focus. These three surveys unveiled the priorities of each Big Ten institution's commitment to the above areas of focus. The representatives were informed of the collective priorities when beginning their discussions during the summer. During the November 12, 2020, Summit, members made initial recommendations about the future of The Summit on Integration. This report is a culmination of all discussions and recommendations. We hope this information is found valuable as we ultimately recommend future support for the Summit.

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SUPPORTING INTERNATIONAL STUDENTS AND SCHOLARS FOR SUCCESS SURVEY

This survey's goal was to determine:

1. what **initiatives and/or programming** our institutions[1] have created to engage and support our international communities;
2. what **challenges** our institutions encounter while trying to support international students and scholars;
3. what **achievements and/or successes** have increased support for international students; and
4. whether universities have **dedicated staff** for international student and scholar support.

All Fourteen (14) Big Ten Institutions answered this survey. The institutions that answered were:

1. Indiana University
2. Northwestern University
3. The Ohio State University
4. The Pennsylvania State University
5. Purdue University
6. Rutgers University
7. University of Illinois
8. The University of Iowa
9. University of Lincoln-Nebraska
10. University of Maryland
11. University of Michigan
12. University of Minnesota
13. University of Wisconsin-Madison
14. Michigan State University

INITIATIVES

Our institutions reported over ninety-two (92) different programs and/or activities geared at supporting international students. Many of the programs had overlapping themes such as: New Student Orientation; Conversation Partners; International Coffee Hours; International Education Week; Employment Workshops; and Peace Corp Prep Programs. Some of the initiatives tackle issues related to the disconnect between international students and domestic students, while other programs are directed towards providing a sense of community within the international student and scholar cohort.

[1] Institution and university are used interchangeably throughout.

Finally, some programming provides practical training such as English tutorials and career services.

CHALLENGES

The responding institutions noted varying challenges to providing successful international student and scholar engagement. Even so, a common challenge noted by some institutions for all cohorts - - undergraduate students, graduate students, and scholars- -was the decentralized nature of their institutions.

UNDERGRADUATE STUDENTS- Five (5)[2] universities noted that they struggle with coordinating between multiple student support offices (e.g. housing and food services). Some indicated that a major challenge is the current presidential administration and its immigration policies (five (5)). Others noted technological issues related to virtual events (four (4)). Some indicated that they struggle with building connections between international and domestic students (three (3)); an overall decline in the number of enrolled international students (three (3)); and staffing issues and lack of resources (three (3)).

One (1) institution noted that their greatest challenges were a) a lack of concerted effort to foster intercultural competence within the university's community, b) a failure to focus on the source issue of fostering intercultural competence, and c) a failure or inability to embrace a specific institutional ethos. Two (2) institutions noted that their greatest challenge is their inability to adequately market and encourage student participation in co-curricular activities. One (1) institution listed their inability to provide individualized attention; difficulty finding effective ways to support international students with stress and mental health issues; and supporting and welcoming transfer students as their greatest challenges. Two (2) institutions noted that the impact of COVID-19 has been their greatest challenge. One (1) institution indicated that they are challenged by the rapid growth of their undergraduate population; familial expectations that the university will serve *in loco parentis*; and the growing demand for translated materials despite international students needing English proficiency and practice with English to improve their language, confidence, and long term career goals.

GRADUATE STUDENTS- Most institutions noted that graduate students often struggle with feelings of isolation (six (6)), a lack of engagement (six (6)), and insufficient programming (five (5)). Some indicated that their students struggle with immigration regulations (four (4)); staffing issues and lack of resources (three (3)); technological challenges related to virtual advising and virtual events (three (3)); and work/life balance (three (3)). One (1) university noted that their international graduate students have

[2] The number in brackets denotes the number of universities that provided the specified response.

struggled with understanding their rights and responsibilities, which has led to their inability to articulate mistreatment or exploitation by their faculty advisors.

Another institution noted that their greatest challenges are marketing activities in a way that encourages graduate students to participate and encouraging students to explore opportunities outside of their immediate areas of study. One (1) institution listed the impact of COVID-19 on student mobility; financial and post-graduation career needs; maintaining their mental and physical health due to COVID-19; campus climate issues related to bias, discrimination, or unfairness; and cultural challenges when interacting with the campus community. One (1) institution noted that their graduate students struggle with identifying the appropriate offices for academic support and legal challenges to OPT and STEM OPT. Another university noted that their greatest challenges related to supporting international graduate students are student anxiety related to uncertainty and chaos of policy updates; limited resources to provide individualized attention; and finding effective ways to support international graduate students with stress and mental health issues. One (1) respondent noted that because their team is funded by an international undergraduate surcharge, they are unable to provide graduate student targeted programing. The same institution also indicated that they are challenged by decentralization that decreases graduate student engagement with advisors. Additionally, the same institution noted that they are unable to share orientation information in the same manner as they do their undergraduate population.

SCHOLARS- Some institutions noted that their scholars encounter issues related to immigration regulations and/or problems; inadequate resources and/or staff; and isolation, insufficient engagement, and lack of programming. One (1) institution noted that they struggle with scholar arrivals and departures that do not flow with the academic calendar; the convoluted process of appointing no-pay scholars at the university; high turnover among departmental assistants; and availability of short-term affordable housing for scholars. Another university noted that advising scholars on departures and how to return home due to program cancellations; advising departments on the future of scholar engagement at their institution; and navigating unclear immigration guidance have been their greatest challenges. One (1) institution stated that their top challenges are related to communication and engagement. The same university stated that they implemented a dedicated phone line for scholars to speak directly to staff, but that the scholars are underutilizing the program. Additionally, the same institution noted that their scholars struggle with interruption of services related to obtaining/renewing their driver's licenses, delays in obtaining health insurance; and issues with obtaining health insurance. One (1) respondent noted that they are challenged by minimal funding available for scholar programs.

ACHIEVEMENTS

Despite the overwhelming challenges posed by COVID-19 and immigration issues, our universities were able to highlight successful international student and scholar engagement.

UNDERGRADUATE STUDENTS- Three (3) institutions noted that they have been able to successfully transition from in-person events to virtual platforms while maintaining continuity in their operations. Some institutions noted that they have been able to successfully connect with international student leaders (two (2)); increase faculty engagement (two (2)); advocate for international students (two (2)); and improve assessments and research into program success (two (2)). One (1) institution noted that their greatest achievement[3] was their ability to collectively shift the university mindset from thinking of international students as visiting their campus to thinking of them as valued community members who will become valued alumni.

One (1) university noted that their greatest achievements are linked to high student satisfaction with their international student services office; their ability to create a holistic approach to support international students across the span of their educational journey; their programming focused on establishing strong partnerships and collaborations across the university focused on building an inclusive campus; and increased evaluation of international undergraduate student experiences due to hiring an Evaluation Specialist. Another institution noted that their greatest achievements are related to infusing social justice education into their programs and moving to a caseload advising model. One (1) university indicated that they are proud of their institution's ability to continuously update students about immigration issues via timely website and email communications. Additionally, the same institution noted that they offer services in a variety of platforms to meet student preferences; that they have hired knowledgeable staff to advise on complex and evolving issues; that they have expanded their pre-arrival online workshops to engage students before arriving on campus; and the seamless transition to online orientation for fall 2020. One (1) respondent noted that they have been able to help students make friendships, increase programming that focuses on leadership skills, and have helped students grow their engagement portfolios and resumes."

GRADUATE STUDENTS- Some institutions highlighted their achievements related to creating a travel grant program (one (1)); shifting from in-person to virtual

[3] This institution noted a great deal of achievements related to their undergraduate student population including, but not limited to, intercultural training for their local community; a chef exchange program sending their chefs to other countries to enhance food preparation for specific menus; and actively partnering with housing services to increase the number of international students in student-worker positions.

platforms/continuity of operations and maintaining student and scholar engagement virtually (two (2)); supporting students/scholars through advocacy (one (1)); creating professional development opportunities (one (1)); successfully providing pre-arrival orientation (one (1)); hiring more staff to assist international student engagement programs (one (1)); and reaching high levels of research productivity (one (1)).

One (1) institution noted that their greatest achievements are related to collaborative efforts with various colleges to advocate for rights, responsibilities, and resources training; targeting communications directed at their graduate students; and developing a comprehensive orientation plan. Additionally, the same institution has collaborated with their community health professionals to educate international graduate students and families about vaccinations, anxiety related to vaccinations, and how to access vaccinations. Another university indicated that their greatest achievements with their graduate student population include: the high degree of trust students have in their international office; the strong partnerships between the graduate school and their central office; and the connection with over 130 graduate and professional programs through weekly university-wide meetings, outreach, and trainings. One (1) university noted that they have partnered with graduate admissions and equity community colleagues to infuse social justice into their programming and have also ensured that graduate students participate in their international student advisory board. One (1) institution noted that their greatest achievement was allowing graduate students to practice driving on a designated university lot. The institution noted that this was in response to student concerns that the were unable to practice driving since it was considered trespassing on university property.

SCHOLARS- Many universities indicated that they have been successful in fostering a welcoming and/or congenial environment while providing more programming for scholars (four (4)). Some indicated that they currently have "good" staffing levels (one (1)), high scholar satisfaction levels (one (1)), are able to provide scholar orientation (one (1)), have been able to provide continuity of operations (one (1)), and have successfully advocated for their international scholars (one (1)). One (1) university noted that their greatest achievements are: an annual vaccination event on-campus for international students, scholars, and their families and the development of an annual international scholar showcase providing scholars the opportunity to present their scholarly activities with the university campus community. Another institution touted their ability to maintain the same level of service that they provided pre-pandemic; increased staff productivity in providing scholar communication; shift to online systems for easier processing of applications and documents; and their new scholar updating protocol. Another institution successfully transitioned to providing online scholar check-ins and a comprehensive online orientation. Additionally, the same university developed an electronic process for collecting supporting documents for unpaid faculty appointments and created automated email responses to document stages of e-form

processing from request to approval. One (1) institution noted that they have managed to highlight their scholar population through their International Scholar Expo. During the expo, reception guests are invited to view scholars' posters and are given the opportunity to ask questions about their research.

INTERNATIONAL STUDENT AND SCHOLAR SUPPORT: DEDICATED EMPLOYEES:

Twelve (12) respondents [4] indicated that they have at least one employee dedicated to support of international student and scholar engagement. This support includes co-curricular/non-curricular activities, campus events, academic initiatives in the classroom, and traditional programming support. On average, each institution employs approximately 18.9 employees that support international students and scholars in some capacity including advising duties. Even so, 8% of the respondents noted that they are unsure whether they have employees completely dedicated to the non-advising work[5].

[4] Please see Figure one (1) for a chart summary of "Institutions with Dedicated Employees and Average Number of Dedicated Employees".

[5] Throughout our 1:1 interviews with Big Ten representatives, many indicated that due to the large decentralized nature of their institutions it was difficult to determine how many employees were dedicated to 1) supporting international students and scholars; 2) global learning; and 3) building a globally inclusive campus.

II.

GLOBAL LEARNING SURVEY

All fourteen (14) Big Ten Institutions answered the second survey; its goal was to determine:

1. How our institutions **define Global Learning, Intercultural Learning and/or Global Social Justice**;
2. Which units and/or **departments** are **responsible for facilitating Global Learning** within our universities;
3. Whether our institutions have **employees dedicated to Global Learning**;
4. **How Global Learning is facilitated**;
5. What our institutions **aim to achieve** through Global Learning education;
6. What our institutions' greatest **challenges** are in attempting to provide Global Learning; and
7. What our institutions' greatest Global Learning **achievements** are.

DEFINING GLOBAL LEARNING

Six (6) respondents indicated that their institutions do not have a singular definition for Global Learning, Intercultural Learning, and/or Global Social Justice. Even so, respondents associated Global Learning with themes related to awareness, understanding, and/or literacy regarding other cultures. Additionally, some pointed to outside organizational resources - - such as the Association of American Colleges and Universities' Intercultural Knowledge and Competence VALUE Rubric - - that support Global Learning tools adopted within their institutions. One (1) institution defined Global Learning as academic globalization facilitated by programming for domestic and international students, staff, and faculty. Another institution defined Global Learning as the enhancement of student global and cultural awareness through international and social entrepreneurship and articulation of the value of global competence and collaboration.

One (1) university did not define Global Learning. One (1) institution defined Global Learning as for-credit learning activities that combine both local and global perspectives. The institution added that those activities are all encompassing and may involve local programming, global exploration through study abroad, virtual online collaboration, or a combination of the three. Another institution uses the term "Intercultural Learning" and defines it broadly as "learning which increases one's capacity to interact effectively and appropriately with others of different cultural backgrounds". One (1) institution uses the term "Global Competence". The institution noted that to be globally competent, their students, staff, and faculty will demonstrate the knowledge, skills, and perspectives necessary to understand the world and work effectively to improve it. One (1) institution defined Global Learning as the ability to

expand one's understanding of the complexities of intercultural communication and collaboration.

FACILITATING GLOBAL LEARNING

UNITS RESPONSIBLE FOR FACILITATING GLOBAL LEARNING

- Eleven (11) respondents indicated that Global Learning does not fall within the exclusive purview of their office. Respondents indicating that Global Learning occurs outside of their international offices listed the following offices as facilitators of Global Learning: International Student Services, International Students and Scholars Offices, Study Abroad, and Intercultural Learning Centers.[6]

EMPLOYEES DEDICATED TO GLOBAL LEARNING

Ten (10)[7] respondents noted that their institutions have at least one (1) employee whose job description includes providing Global Learning. Of those ten, respondents indicated that employees dedicated to facilitating Global Learning devoted between (1) and one hundred (100) percent of their time to the work. Thus, an average of 6.2 employees are dedicated to advancing Global Learning at each of the ten (10) responding institutions. 8% of respondents indicated that they are unsure whether they have any employees dedicated to the work.

MODES USED TO FACILITATE GLOBAL LEARNING

Twelve (12) university representatives indicated that their international education offices facilitate Global Learning/Intercultural Learning and/or Global Social Justice as a strategy for programming, training, or co-curricular activities.

GOALS

When asked what they wished to achieve by facilitating Global Learning, respondents provided varied answers. Two (2) institutions indicated that their goal is to facilitate global citizenship and intercultural competence. One (1) institution noted that their goals are to educate students about U.S. culture and systems of oppression and encourage students to develop social justice advocacy skills that they may later utilize in their home countries. Another respondent indicated that their goal is to produce students that have the inherent desire to build human relationships regardless of cultural background. One (1) institution noted that their goals are to become a destination

[6] Please note, this is not an exhaustive list of the offices identified as providing Global Learning within the affiliate institutions. One (1) respondent listed over twenty (20) offices as purveyors of Global Learning.

[7] Please see Figure one (1) for a chart summary of "Institutions with Dedicated Employees and Average Number of Dedicated Employees".

school for students seeking a global education; prepare students for success in a global society; foster strategic global partnerships; and advance diversity, equity, inclusion, and collaboration. Similarly, another institution noted that they want to prepare their students for the global workforce.

One (1) institution noted that they are still working on their global strategic plan and their goals. One (1) university stated that their goals are to provide credit-bearing opportunities that bridge local and global settings to solve pressing world issues; increase Global Learning opportunities for their entire student population; provide flexible learning options in response to events like COVID-19; promote global awareness and cultural competence on campus; facilitate integration and acculturation of international students; and foster meaningful interactions between their international and domestic student populations. Another institution stated that their goal is to ensure that employees working with international students and scholars feel more confident and competent communicating with diverse populations. One (1) university stated that their goal is to ensure that all graduates from their institution recognize cultural difference and develop empathy. Additionally, the same institution hopes that their students are prepared to make substantive contributions through their professions and civic activities for the improvement of the global common good. Another university would like to provide Global Learning and intercultural skill development for their campus community, enhance learning environments to be globally inclusive, and promote cultural and policy shifts at the institutional level. One (1) institution noted that they hope their faculty and staff will get certified through their new intercultural competence program.

CHALLENGES

Most of the respondents indicated that they are challenged by the decentralized nature of their campuses. Several respondents also identified insufficient funding and resources and/or a shortage of dedicated staff as significant challenges in promoting Global Learning and global social justice. Another common issue identified in the survey responses was the challenge of effectively engaging faculty and promoting best practices for internationalization of the curriculum.

A common thread among the responses was the challenge of building an institutional culture of promoting Global Learning. That may be reflected in strategic plans that fail to mention "international", the fact that the international office is viewed merely as an administrative unit rather than a holistic unit in support of the university's core mission, or as a lack of clear leadership with a corresponding mandate to encourage Global Learning.

ACHIEVEMENTS

Institutions listed various achievements related to Global Learning. Two (2) institutions provide intercultural leadership seminars offered to international and domestic students. One (1) noted that their institution is creating a social justice learning tool that

will provide students with a comprehensive list of social justice resources available within the university. Another institution indicated that that their greatest achievement is the implementation of intercultural learning through embedded programs, student mentorship programs, curriculum, and semester-long study abroad programs. One (1) university provides diverse events and lectures for students, faculty, staff, and community members focused on Global Learning.

One (1) institution was able to launch an intercultural competence certificate program. Another institution has developed small to large scale initiatives for their campus community to get involved in Global Learning. Additionally, the same institution has developed leadership opportunities for students; and their international office is developing a global engagement certificate program. One (1) respondent has developed intercultural training through workshops and customized training; several intercultural teaching programs and conferences; and international student led projects through a program focused on providing global perspectives to the university campus. Another university has created a series of collaborative programming initiatives with training through global classrooms, and immigration building community practices.

One (1) institution's study abroad office conducted a year-long review (which included a self-study and external review of the unit) that recommended hiring of an assistant dean for study abroad curriculum integration. Since then, the institution's study abroad office has been intentional in building a portfolio of enriching but affordable programs through the provision of scholarships and funds. Another institution's greatest achievements are consolidating separate study abroad offices into one office; developing an approach to education abroad that places reciprocal partnerships at the center of programs; creation of multi summer internship programs in developing countries; and in response to student's inability to travel, transitioning international internship programs to online course formats. One respondent noted that they have funded the Intercultural Learning Hub, a science gateway which provides intercultural learning resources to faculty and staff throughout the world.

III.

BUILDING A GLOBALLY INCLUSIVE CAMPUS SURVEY

The third survey's goals were to determine:

1. How our institutions **describe globally inclusive initiatives on their campuses;**
2. Which **units and/or departments are responsible** for "building a globally inclusive campus"
3. **Modes our institutions use to facilitate** globally inclusive campus initiatives as a strategy for programming;
4. **Which cohorts participate** in building a globally inclusive campus;
5. What are our institutions' **greatest achievements** in building a globally inclusive campus;
6. The **greatest challenges** our institutions face in attempting to build a globally inclusive campus;
7. Whether our institutions have **employees dedicated** to building a globally inclusive campus; and
8. the **number of employees dedicated** to building a globally inclusive campus.

Thirteen (13) Big Ten Institutions answered the survey. The institutions that answered were:

1. Indiana University
2. Northwestern University
3. The Ohio State University
4. The Pennsylvania State University
5. Purdue University
6. Rutgers University
7. University of Illinois
8. University of Iowa
9. University of Maryland
10. University of Michigan
11. University of Minnesota
12. University of Nebraska-Lincoln
13. University of Wisconsin-Madison

DESCRIBING "BUILDING A GLOBALLY INCLUSIVE CAMPUS"

None of the institutions indicated a singular approach and/or description for how they are attempting to build a globally inclusive campus. Instead, each institution provided the unique ways in which they try to bridge the gap between their international students and domestic students while fostering diversity and inclusion on their campuses. One (1) institution noted that their international office partners with their cultural centers to support social justice awareness programming. Additionally, the same university

encourages employee participation in professional development events that focus on topics regarding whiteness, white fragility, unconscious bias, and identity-based sensitivity rejection.

One (1) institution attempts to build relationships between international and domestic students through a Global Engagement & Leadership Experience retreat. During the retreat, international and domestic students engage in relationship building exercises, global competency activities, and discussions surrounding what it means to be a leader in a global environment. The same university supports a Global Student Leadership Forum for organizational leaders. The purpose of the forum is to encourage organizational leadership to improve the experience of international students through conversations surrounding building a globally minded community. Additionally, the institution provides student organization funding, promotes intercultural events, and supports staff members certified as Intercultural Development Inventory (IDI) administrators[8]. Finally, the institution encourages a globally inclusive campus through engagement and/or partnership with over three hundred (300) different international universities.

Another university fosters globally inclusive initiatives through early engagement of international students and scholars during their transition, assistance with socialization, integration, and providing necessary support to ensure their success on campus. Additionally, the same institution reported that they empower faculty to initiate international research opportunities that assist in leveraging global connections between domestic and international faculty. The institution builds a globally inclusive campus by facilitating meaningful interactions between domestic and international students; increasing accessibility of global education through online/virtual programs and short degree programs; and fostering engagement with various departments and programs involved in global and international activities.

One (1) institution offers workshops for students, staff, and faculty that help increase intercultural awareness and skill building; and improve recognition of the ways in which culture impacts behaviors, values, beliefs, and interactions outside of the classrooms. One (1) institution stated that they foster a globally inclusive campus by ensuring that students from diverse backgrounds are represented and that faculty and staff are aware of unique challenges that international students experience. Another respondent noted that their institution builds a globally inclusive campus in various ways, from providing programming for students and scholars, to research opportunities and teaching.

Although most institutions indicated that they make attempts to build a globally inclusive campus, one (1) institution noted that while they are aware of the need to build a globally inclusive campus, they currently do not have a centralized approach. Another

[8] IDI's mission is to support intercultural competence and individual efforts at bridging cultural differences with the goal of strengthening relationships and enhancing the human condition.

institution stated that their initiatives focus on individual global and intercultural competence development; enhancing learning environments to be globally inclusive; and promoting cultural and policy shifts at an institutional level. One (1) institution created a campus-wide collaboration that resulted in over 75 events engaging their campus community that focused on conversation, community, and culture. One (1) institution has developed programming to increase opportunities for international students to get involved and facilitate growing relationships between international students and the domestic community. The initiatives include outreach to the campus community, student leadership, and cross-cultural education. Another respondent noted "globally inclusive" refers to campus initiatives that seek to engage diverse international and domestic students while extending beyond traditional concepts of US based multiculturalism and diversity.

UNITS RESPONSIBLE FOR "BUILDING A GLOBALLY INCLUSIVE CAMPUS"

Five (5) respondents indicated that other units outside of their international education offices are responsible for assisting in building a globally inclusive campus. One (1) university has assistance from their Office of International Students and Scholars; Study Abroad; Center for Intercultural Learning, Mentorship, Assessment and Research; Office of the Vice Provost for Student Life- Student Success; and their Office of the Vice-Provost for Student Life-University Residences. Another institution indicated that they are assisted by their Office of Global Strategies; Education Abroad; and Programs in English as a Second Language. Finally, one (1) institution noted that they are assisted by their Global Operations and Learning English for Professional Purposes Intercultural Center. Most institutions noted that other units responsible for the work included their education abroad offices, global learning offices, global safety, and international student and scholar offices.

FACILITATING A GLOBALLY INCLUSIVE CAMPUS THROUGH PROGRAMMING

Twelve (12) respondents noted that their office of international education facilitates globally inclusive campus initiatives as a strategy for programming, training, or co-curricular activities.

FACILITATING A GLOBALLY INCLUSIVE CAMPUS

PARTICIPANTS IN BUILDING A GLOBALLY INCLUSIVE CAMPUS

Six (6) institutions reported that faculty, staff/administration, graduate students, undergraduate students, scholars, and alumni participate in globally inclusive initiatives. The remaining institutions all reported participation by at least one cohort (faculty, staff/administration, graduate students, undergraduate students, scholars, and/or alumni) in building a globally inclusive campus.

EMPLOYEES DEDICATED TO BUILDING A GLOBALLY INCLUSIVE CAMPUS

Six (6)[9] respondents noted that their institutions have at least one (1) employee dedicated to building a globally inclusive campus. The number of employees dedicated to the work ranged between one (1) and six (6). Thus, of the institutions responding that they have employees that advance building globally inclusive campuses, on average each institution has 3.25 employees for those positions. Of those six, some respondents indicated that there were countless employees dedicated to the work. One (1) institution indicated that they do not have any employees dedicated to building a globally inclusive campus and 23% responded that they are unsure whether they have employees dedicated to the work.

CHALLENGES

One (1) institution noted that a challenge has been finding commonalities between their international student offices and their diversity centers. Another university indicated that institutional politics and potential reorganizations within their university have challenged their ability to build a globally inclusive campus. One (1) institution noted that their greatest challenges are budgeting and staffing along with the lack of clarity within the university structure regarding which office is responsible for developing globally inclusive initiatives. One (1) respondent stated that the inability to partner with departments and classes limits the type of students who participate in building globally inclusive campus initiatives.

One (1) institution noted that the lack of clear communication; lack of awareness and/or understanding of programs and resources; and a failure to collaborate with partners across campus and their community have caused their greatest challenges. Another university listed the following challenges: a decentralized campus; financial hurdles; the perception that the international office is purely administrative; poor attendance at events designed to foster a globally engaged campus; and difficulties encouraging students to share their experiences during study abroad programs for their personal benefit and for the benefit of building a globally inclusive campus. One (1) institution noted that their greatest challenge is that whenever international students experience challenges, they are sent to the university's international office.

One (1) respondent noted that delays caused by creating committees to discuss building a globally inclusive campus, delays in shifting the culture within the organization, and gauging the various campus community levels of support and change are their biggest challenges. Another institution noted that competing priorities are compounded by the difficulty of identifying students already interested in globalization to include into

[9] Please see Figure one (1) for a chart summary of "Institutions with Dedicated Employees and Average Number of Dedicated Employees".

programming is challenging. Additionally, the same respondent indicated that helping faculty understand the challenges of international students has been going well, but that it is taking more time to develop. One (1) institution noted that decentralization, communication, and staffing constraints across their campus have been challenging.

One (1) institution listed the cessation of in-person social interactions caused by COVID-19; faculty prioritization of individual research over collaborative activity and engagement; and the struggle to provide incentives for engagement and collaboration in terms that are meaningful to faculty and students. Additionally, the same respondent indicated that developing and implementing thoughtful approaches to creating a globally inclusive community are hampered by their limited financial and staffing resources and campus decentralization.

ACHIEVEMENTS

One (1) institution noted that their greatest achievement was hiring a staff specialist to ensure that a liaison exists between their office and equity, diversity, and inclusion initiatives on campus. Another institution noted that they are currently working on a social justice education initiative. One (1) institution stated that their greatest achievement – which is also one of their challenges – is that in recent years their office shifted from shouldering all responsibilities related to international students and scholars to now having all colleges on campus include international initiatives within their educational frameworks.

One (1) institution noted that their greatest achievements are: creating twelve (12) full-time positions for the purpose of providing equitable services to all international students across all campuses; their ability to effectively transition student facing programming from in-person to remote delivery during the pandemic; integrating intercultural development through programming that connects international and domestic students; expanding the aforementioned programming to include outside universities as participants and/or cohosts; and conducting a Global Classroom pilot program to internationalize first-year engineering coursework.

One (1) university's achievements include providing campus-wide learning opportunities through lectures, events, intercultural training, and WorldCanvass (virtual internationally focused discussions open to the public) for faculty, staff, and community members. One of the programs listed by the same institution provides faculty and staff with exposure to experiences of international students and scholars; and methods they can use to foster skills for working with their increasingly diverse campus. Another program provided by the same institution mentioned above provides a professional development certificate program for graduate and professional students to learn about fostering an intercultural campus while honing skills that they later utilize in their future workplaces.

One (1) institution noted that their office collaborates with other campus partners to provide meaningful programs and experiences for students. Some of the interinstitutional collaborators include their Career Explorations and Success office,

Residence Life, CAP programs, and The Global Ally Certificate Program. Additionally, the same university fosters a globally inclusive campus by ensuring that employees responsible for assisting with international activities develop essential competencies. The institution also provides student leadership opportunities to international students. One (1) university noted that their greatest achievements include leading staff training on intercultural competencies; expanding programming to accommodate their growing international and scholar communities; creating a comprehensive orientation program; regular programming to address wellness and social justice issues; increased financial assistance to student groups; leading an international education week committee; and creating family and spouse programming for international families.

One (1) institution noted that they have a Fulbright Program for incoming and outgoing students and scholars; a global leaders lecture series; semester long global classrooms that allow participation from domestic and international students; and a student career workshop that brought together career professionals to determine programming priorities and needs of international students. Another respondent noted that they host series for faculty and staff that include experts in various areas, from admissions, counseling services, and their office of international affairs. Additionally, the same institution also offers a curricular program across several colleges that allows students to have academic recognition for their efforts to internationalize their academic experience. One (1) institution listed the strong partnerships that they have developed to initiate university-wide committees focused on creating a globally inclusive campus; increased student leadership resulting in stronger programming; and the utilization of their evaluation, research, and assessment tools to use data driven decision making to improve globally inclusive initiatives.

Finally, one (1) institution's greatest achievement is the 2017 implementation of a program that provides faculty and staff with the opportunity to host international students at their home for dinner. The program promotes cross-cultural exchanges and showcases the diversity of U.S. households. This fall - -2020 - - the program will be held virtually.

IV.

SURVEY SUMMARY

Based on our collective responses, our institutions are engaging faculty, staff, alumni, students, and scholars in different ways to ensure that they are supporting international students and scholars; encouraging global learning; and ensuring that we build globally inclusive campuses. Although our institutions do not have a collective "one size fits all" approach to supporting global education, our collective challenges to various issues appear to revolve around the decentralized nature of our institutions. Even so, our institutions continue to create innovative solutions to emerging roadblocks related to COVID-19, travel restrictions, and immigration issues.

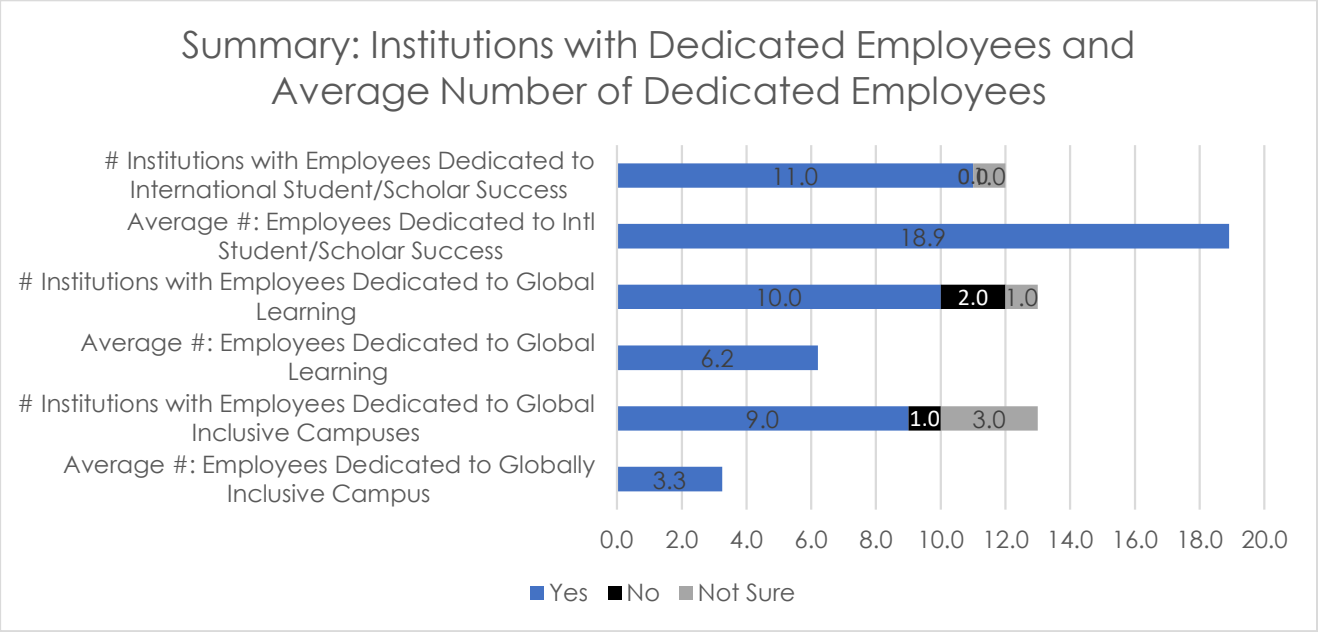


Figure 1.

Traditionally, support for international students and scholars focused on immigration matters. Almost all respondents indicated that they had employees dedicated to that task, and the average number of such employees is 18.9 per institution. Initiatives for encouraging global learning and for globally inclusive campuses are more recent developments intended to supplement the services provided by immigration advisers. Thus, fewer institutions have indicated that they have employees dedicated to global learning, programming, or globally inclusive campus programming; and the average number of employees for each category is lower. This presents an opportunity for growth in the field as members of the Big Ten place increasing emphasis on the need to prepare both international and domestic students to live and work in a global marketplace.

V.

FUTURE OF THE SUMMIT: NOVEMBER 12, 2020 PRE-SUMMIT ON INTEGRATION MEETING MINUTES AND RECOMMENDATIONS

Meeting Topic:	Pre-Summit on Integration	**Date:**	November 12, 2020
Location:	Zoom Meeting	**Start:**	8:30 a.m. (EST)
Note Takers:	Ania Martinez and Pat Corbett	**End:**	4:20 p.m. (EST)

Attendees: Annette Benson; Karen Cagley; Jennifer Campbell; Taya Carothers; Pat Corbett; Nicholas Dunn; Gabriela Martinez Gillespie; Beth Isensee; Barbara Kappler; Megan Lawther; Rick Lee; Ania Martinez; Elizabeth Matthews; Samantha McCabe; Brandon Paulson; Mai-Lin Poon; Kelly Wagner

NOTES

OPENING REMARKS:

Jennifer Campbell (Penn State) made introductory remarks and reviewed the agenda for the day.

Roger Brindley, Vice Provost for Global Programs (Penn State) provided welcoming comments about the importance of the work done by The Summit, particularly in light of the COVID-19 pandemic.

Dr. Amer Ahmed provided a keynote address "Creating Synergy between Global Education and Diversity, Equity, and Inclusion to Confront 21st Century Challenges", with between 78 and 84 participants viewing his presentation.

DISCUSSING THE SUMMIT'S FUTURE

The participants began by discussing Dr. Ahmed's presentation for about ten (10) minutes. One issue that the presentation raised was how to include international students in discussions about diversity, equity, and inclusivity (DEI) without having the international students themselves becoming the "diversity" individuals or forcing them to be representatives of their country, culture, etc.

Jennifer Campbell then described the history of The Summit for those participants who had not been involved from the beginning. Purdue proposed and hosted The Summit in 2014. The purpose of that first summit was to share best practices

and similar experiences among Big Ten colleagues engaged in the work of integrating domestic and international undergraduates through meaningful, intentional, and purposeful interactions. The University of Illinois hosted The Summit in 2015 and created more of a conference-like feel. In 2016, Penn State hosted The Summit and added a student component which involved the student government president and international student organization president from each institution to engage in meaningful transformative thinking on how to connect domestic and international students. The Summit on Integration was then hosted by Ohio State in 2017, followed by the University of Michigan in 2018, and the University of Wisconsin in 2019. The University of Minnesota was supposed to host The Summit in March 2020, but it was cancelled due to COVID-19 related travel restrictions and declared quarantines. Each host university provided a different perspective, interpretation, and agenda of The Summit.

International education professionals that attended the Summit were usually focused on gaining professional development in areas like best practices with co-curricular programming to support international students/scholars, global learning and intercultural learning, and most recently creating globally inclusive campuses.

Jennifer then explained that the purpose of the Pre-Summit on Integration is for the group to review the past, consider the current and anticipated needs of the member institutions, and determine the future of The Summit.

As a mission-building exercise, Jennifer divided attendees into three (3) breakout groups to discuss what it looks like when "we are doing our best work." Each institution's representative was asked to provide one story, program, or other example of their institution's accomplishments. Then the groups were asked to find common themes between the stories/programs/accomplishments and write a group story. The three (3) groups then reconvened and shared their respective group stories.

DISCUSSION:

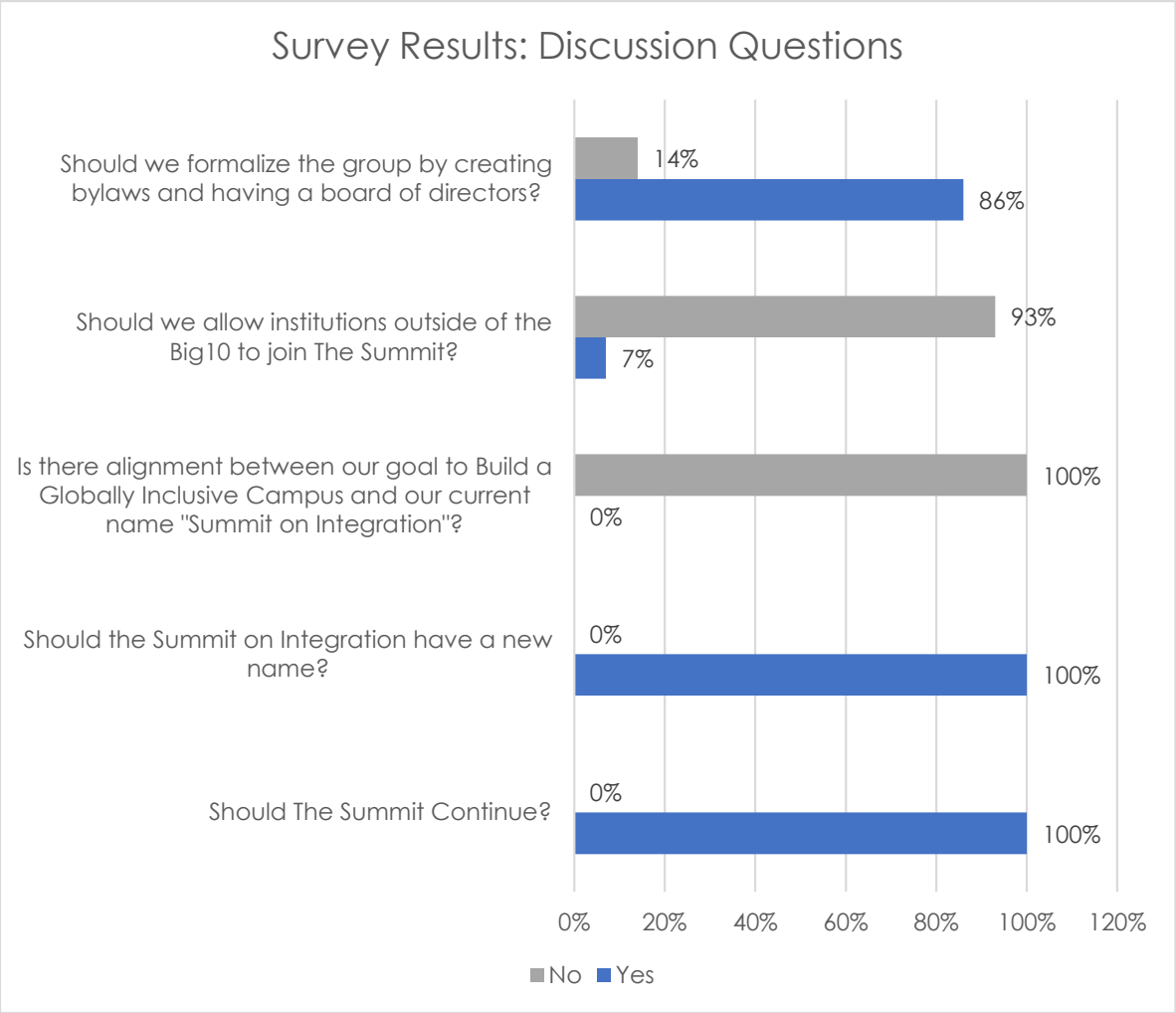
Most of the offices are responsible for supporting international scholars and students, and the most universities are dedicated to being more globally inclusive.

A group discussion followed to identify the "Causes" (who, what, where), "Actions", and "Impacts". Then the main group split into the breakout groups to draft mission statements. Afterwards, the breakout groups reconvened as the large group to share their respective mission statements. Following the exercise, the participants decided on the following mission statement:

THE SUMMIT ADVANCES INTERCULTURAL PROFESSIONAL DEVELOPMENT TO CREATE INCLUSIVE PRACTICES FOR OUR CAMPUS COMMUNITIES AND CULTIVATE TRANSFORMATIVE EQUITABLE EXPERIENCES.

MOVING FORWARD:

The next exercise was consideration of several questions, followed by discussions of the outcomes. Each institution had one (1) vote.



The results of the discussion questions show a shared vision for the future of The Summit. First, there was a recognition that The Summit has grown from an event to a professional development organization. A discussion ensued about the structure of The Summit moving forward. The institutional representatives determined that The Summit needs a leadership team with representation for all Big Ten institutions.

The institution hosting in a particular year will be "chair" of the leadership team. There will be a "chair stream" consisting of the host from the last year, the host of the current year, and the host for the following year. The intention of the "chair stream" is to build "institutional knowledge" to promote continuity across years.

The group indicated that they are interested in support from the Big Ten Academic Alliance as a formally recognized organization. Hosting The Summit is a financial commitment for the host institution, so there was a suggestion that it would be easier if the Big Ten Academic Alliance could host the conference each year in Chicago.

In line with the desire to be recognized as an organization within the Big Ten Academic Alliance, the representatives overwhelmingly agreed that they do not want to open The Summit for membership to institutions outside of the Big Ten at this time. During the discussion, it was determined that there is a benefit to having the membership restricted to peer Big Ten institutions because the member institutions are facing similar challenges. It is possible for the membership to be expanded in the future after the structure of The Summit has been formalized, but the consensus was that it is too early to do so now.

The decision was unanimous that a new name is needed. Some suggestions included the "Summit on Global Learning and Engagement" or the "Summit on Global Inclusion". However, the organization (leadership team and chair stream) needs a name, in addition to naming the annual conference/summit event. On a temporary basis, the name "The Summit" will be used and discussions about a name for the organization will occur in the future.

The institution representatives were unanimous that "The Summit" fulfills an important void in the field of international higher education and needs to continue.

THE SUMMIT IN SPRING 2021

Barbara and Beth from the University of Minnesota then led a discussion about the 2021 Summit. There was a discussion about whether The Summit should occur in 2021 or be postponed until 2022, with the decision made to have The Summit in the spring of 2021. Most institutional representatives preferred the March/April timeframe for The Summit, rather than May/June.

There were concerns about whether the University of Minnesota has the capacity to host a virtual conference in March/April 2021 because UM currently has four staff vacancies and a COVID-19 related hiring freeze. Barbara and Beth indicated that they have the capacity, and other participants offered their support as needed.

Finally, Jennifer Campbell announced that she is leaving Penn State effective December 31, 2020 to focus on completing her Executive MBA.

THE PRE-SUMMIT ON INTEGRATION CONCLUDED AT 4:25PM EST.

CLOSING REMARKS

I WOULD LIKE TO PERSONALLY THANK ALL THE DEDICATED PROFESSIONALS WHO GAVE THEIR TIME AND EXPERTISE TO THIS IMPORTANT CAUSE. THE PROFESSIONAL DEVELOPMENT OF OUR INTERNATIONAL EDUCATION LEADERS IS THE RESPONSIBILITY OF EACH OF OUR INTERNATIONAL EDUCATION OFFICES. THE SUMMIT ON INTEGRATION ALLOWS US TO SHARE IN THAT RESPONSIBILITY AND FOR THAT I AM GRATEFUL.

WELL WISHES,

JENNIFER CAMPBELL

THE SUMMIT PROVIDES A SPACE FOR AUTHENTIC REFLECTION ON OUR SHARED PRACTICES AND DESIRE TO ADVANCE EQUITABLE AND INCLUSIVE OPPORTUNITIES FOR OUR CAMPUS COMMUNITIES TO LEARN AND GROW. IT WAS A SPECIAL EXPERIENCE TO HOST OUR BIG TEN COLLEAGUES, BUT PERHAPS MORE IMPACTFUL WAS THE OPPORTUNITY TO EXTEND AN INVITATION TO OUR CAMPUS COLLEAGUES. HOSTING THE SUMMIT WAS AN ENERGIZING EXPERIENCE THAT BREATHED NEW LIFE INTO OUR CROSS-CAMPUS STAFF DEVELOPMENT DIALOGUES ABOUT INTERNATIONAL STUDENT DEVELOPMENT, ENGAGEMENT, AND INCLUSION EDUCATION.

BEST,

SAMANTHA MCCABE