

Expanding Educational Ties Between Brazil and the United States

**American Association of State Colleges
and Universities**

California State University, Fullerton

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Overview

- **American Association of State Colleges and Universities (AASCU)**
- **California State University (CSU) System**
 - **International Programs**
 - **CSU Chancellor's Office**
 - **CSU Campuses**
 - **California State University, Fullerton**

Overview

- **AASCU Member Services**
 - **International Programs (examples)**
 - Campus Site Visits
 - AASCU/NAFSA Senior International Officer (SIO) Institute
 - Excellence and Innovation in International Education Award
 - **Case: Cal State Fullerton**

American Association of State Colleges and Universities (AASCU)

- More than 400 public college and university members throughout the United States and in Guam, Puerto Rico and the Virgin Islands
- Member campuses
 - Student focused, institutions of access and opportunity
 - Range in size from approximately 1,000 to more than 45,000 students
 - Located in urban, suburban, town/city, and rural settings
 - “Stewards of place” – work to advance public education, economic development, and quality of life in communities and regions served

California State University (CSU) System



- Largest 4-year university system in the U.S.
- 23 campuses
 - AASCU members
- 484,000 students
- 52,000 faculty and staff

CSU System

- International Programs
 - CSU Chancellor's Office (CO)
 - CSU Campuses

CSU CO – International Programs

- Study Abroad through CSU International Programs
 - Operates from within the Chancellor's Office
 - Yearlong study abroad for undergraduate, and in some cases, graduate students
 - Also open to transfer-eligible students from California community colleges
 - South America - CHILE
- Executive Order (EO) Guidance
- International Agreement Approvals
- Senior International Officer (SIO) and other Peer Listservs/Networks

CSU Campuses – International Programs

- International Agreements
 - Involves commitment of resources to engage in specified activities (e.g. degree programs offered abroad, articulation agreements, agent agreements, recruitment agreements, exchange, study abroad)
 - Under the direction and control of the campus; reviewed and approved by the CO
- Study Abroad and/or Exchange Programs
 - Semester, short-term
- International Student Admissions
- Internationalization @ Home

AASCU Member Services International Programs

- Campus Site Visits
- AASCU/NAFSA Senior International Officer (SIO) Institute
- Excellence and Innovation in International Education Award
- Contact [Arlene Jackson](#), Associate Vice President for Global Initiatives
 - jacksona@aacu.org
 - <http://aacu.org/Programs/InternationalPrograms/>

AASCU Member Services

International Programs

- Campus Site Visits

- Provide quality, professional evaluation campus comprehensive internationalization processes
- Includes a two- to three-day assessment of institutional efforts towards internationalization, meetings with senior leadership and stakeholders
- Report includes observations, review and synthesis, and strategies recommended to advance the institution's vision

AASCU Member Services International Programs

- Campus Site Visit
 - Cal State Fullerton (January 2015)



By the Numbers

- Founded in 1957
- One of the largest of the 23 California State University campuses
- Approximately 40,000 students (Fall 2018)
- More than 274,500 graduates
- International students from 86 nations
- Offers 110 degrees (56 undergraduate and 54 graduate) from 8 colleges
- 241-acre campus
- Over 325 student clubs and organizations



CALIFORNIA STATE UNIVERSITY
FULLERTON

Demographics (Fall 2018)	Percentage
Hispanic/Latinx	41.5
Asian	20.9
White	20
International	7.6
Multi-Race	4
Unknown	3.8
Pacific Islander	.2
Native American	.1

Cal State Fullerton – AASCU Visit Observations

Strengths and Opportunities

- Location and diversity
- New leadership
- New IP staff expertise
- Support from leadership, faculty, and university community
- Finalize centralized administration, operation, and management of IP
- Increase mobility (international students, study abroad students)
- Enhance institutional partnerships
- Potential for external funding

Cal State Fullerton – AASCU Visit Observations

Needs and Challenges

- Strategic plan for comprehensive internationalization
- Resource allocation (human and financial)
- University-wide IP policy/procedure/process documentation
- Staff training and professional development
- Address perception that a centralized unit may take away from the various centers within colleges

Cal State Fullerton – AASCU Visit

Recommendations

(representative samples)

- Create a **university-wide task force** and develop a **strategic plan for comprehensive internationalization**
- Review all IP units, **complete restructuring** to build strong infrastructure and expand staff training
- **Work with colleges** to create a strong centralized strategy that includes open transparent communication among all
- Develop a 5-year **international recruitment plan**; establish clear roles, responsibilities, and processes for involved units
- **Engage faculty** in campus internationalization efforts, evaluate faculty led study abroad programs, and develop wider faculty professional development opportunities such as Fulbright, AASCU's Japan Studies Institute
- **Strengthen international partnerships** with international academic institutions, review MOUs, focus on mutually beneficial linkages
 - ***Go to Brazil!***

AASCU Member Services International Programs

- AASCU/NAFSA Senior International Officer (SIO) Institute
 - Cal State Fullerton SIO
 - Participant January 2015
 - Trainer 2018-2019

AASCU Member Services

International Programs

- **AASCU/NAFSA Senior International Officer (SIO) Institute**
 - Comprehensive internationalization
 - Strategic leadership for global engagement and internationalization
 - Understanding “cultures” of academic and student services
 - Ethical issues for SIOs
 - Managing international student/scholar services
 - Managing exchanges and study abroad
 - Essentials of academic engagement
 - Self leadership and stress management
 - Leadership and management of partnerships and outreach
 - Marshalling resources and association support for SIOs
- **Complimentary outreach, networking, and training with partner/affiliated professional associations and institutions**

AASCU Excellence and Innovation in International Education

The International Education Award will not only recognize outstanding international programs, but it will also document the success of institutions in infusing internationalization into one or more aspects of the university community, including curriculum, student/faculty exchange, study abroad, faculty professional development, international student recruitment, or community outreach.

Specific Criteria for the **International Education Award**:

- The institution must advance curriculum development, foster international opportunities, and creatively integrate international students into university life;
- The institution must offer innovative programs and services to make study abroad accessible to a broader student population. Special emphasis will be given to specific efforts that led to a strong increase in study abroad participation by under-represented students and study in non-traditional sites;
- The institution must demonstrate strategic, comprehensive and sustainable international partnership efforts.

AASCU Excellence and Innovation in International Education

- Cal State Fullerton December 2016
 - Internationalization integrated into the institution's first strategic plan
 - IPGE/Global Titans Center and IPGE Advisory Board launched (cross-institutional, including college and faculty, engagement)
 - Globally-oriented student learning outcomes articulated across general education, undergraduate, and graduate programs
 - Increased participation of a diverse student body, including first-generation and Pell-eligible students, in study abroad
 - Strategic outreach and partnership development associated with mobility goals (Brazil, Mexico, Vietnam)



Go to Brazil!



Strategic Outreach/Partnership Development Activities - **BRAZIL**

- **Capacity-Building Initiatives 2015-2016**
 - FAUBAI conference in Cuiaba, Brazil
 - 100,000 Strong in the Americas: Capacity Building Workshop II
 - NAFSA Latin America Forum
 - U.S.-Brazil Partnerships meeting @ Boston-based Consulate
 - U.S. Consulate in São Paulo
 - Brazil-based Education USA advisors
 - Subsequent international conferences
 - University visits (UNESP, USP – ICMC, UFF) and initial collaborations
 - 100,000 Strong in the Americas grant proposal submitted in fall 2015, project implemented 2016 (UNESP)

Institutional Impact and Lessons Learned



Case Study 2

California State University, Fullerton (CSUF), California, USA

Universidade Estadual Paulista (UNESP), São Paulo, Brazil

Universidade São Paulo – Instituto de Ciências Matemáticas e de Computação (USP-ICMC), São Carlos, Brazil

Universidade Federal Fluminense (UFF), Niterói, Brazil

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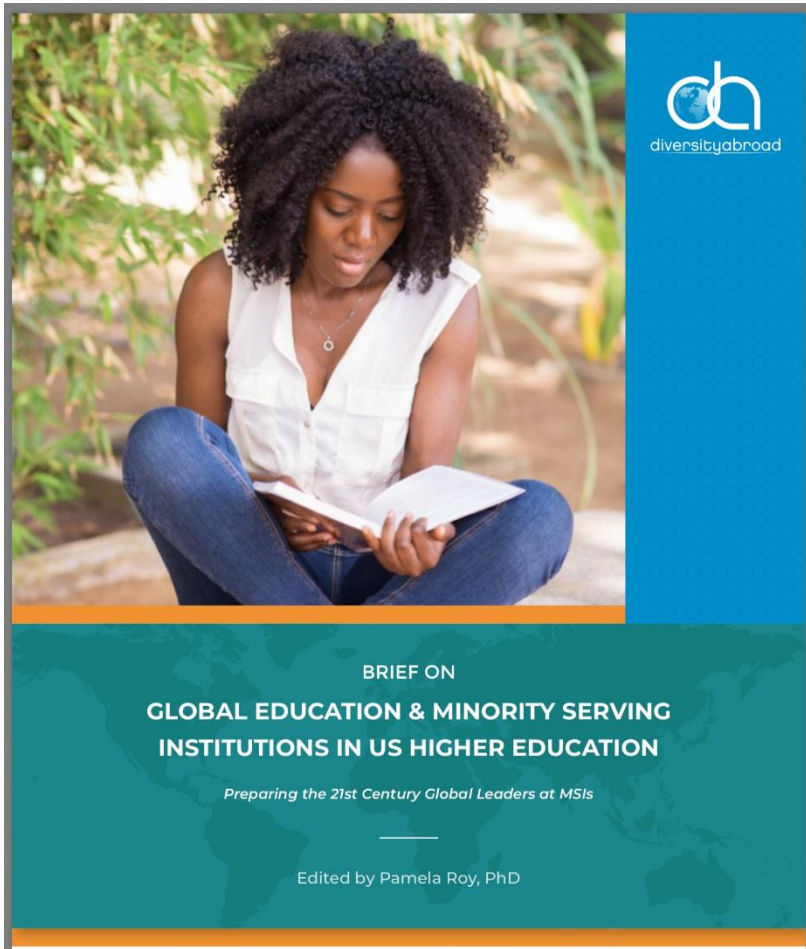
Senior International Officer, CSUF

Background

California State University, Fullerton (CSUF) identifies as being a “comprehensive, regional university with a global outlook.” The current strategic plan emphasizes promoting a “curricular and co-curricular environment that prepares students for participation in a global society” as well as programs and experiences that “advance students’ recognition of roles they play in an interdependent global community.” Additionally, the strategic plan calls for an increase in the percentage of students who participate in High Impact Practices, including study abroad. CSUF is designated a Hispanic Serving Institution (HSI) and recognized for its diverse student body. *Institutional commitments emphasize participation of first generation and culturally diverse students in study abroad as well as systematic and coordinated outreach and engagement with institutions of higher education in Latin and South America given the university’s HSI designation.* The Brazil Scientific Mobility Program (BSMP) provided opportunity for CSUF to enroll Brazilian undergraduate students in academic programs and courses on its campus. Related experiences enriched the curricular lens for all enrolled students and contributed to “internationalization at home.”

Actions associated with institutional commitment to increasing study abroad mobility included launching the International Programs & Global Engagement (IPGE) unit to enhance support for university initiatives, implementing and extending President’s Strategic Fund awards aligned with study abroad course development and student scholarships, registering as a Generation Study Abroad Commitment partner in spring 2015, and submitting a 100,000 Strong in the Americas grant proposal in fall 2015. The grant proposal addressed barriers frequently cited to study abroad participation including language, degree requirements, and cost. Additional challenges specifically associated with CSUF/Engineering and Computer Science student study abroad participation included time to degree expectations, accreditation and degree program requirements, and access to study abroad options that took these considerations into account.

Institutional Impact and Lessons Learned



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**BRIEF ON
GLOBAL EDUCATION & MINORITY SERVING
INSTITUTIONS IN US HIGHER EDUCATION**

Preparing the 21st Century Global Leaders at MSIs

Edited by Pamela Roy, PhD

ACCESS TO AND ADVOCACY FOR MOBILITY AT A MINORITY-SERVING INSTITUTION – CALIFORNIA STATE UNIVERSITY, FULLERTON

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California State University, Fullerton is a comprehensive university accredited by the Western Association of Schools and Colleges. In the fall of 2016, the University enrolled over 40,000 students in 109 degree programs. Cal State Fullerton is designated as a Hispanic-Serving Institution (HSI), Asian American and Native American Pacific Islander (AANAPI) eligible, and generally recognized for its diverse student body.

Per its mission statement, Cal State Fullerton identifies as a “comprehensive, regional university with a global outlook.” The 2013-2018 strategic plan emphasizes promoting a “curricular and co-curricular environment that prepares students for participation in a global society” as well as programs and experiences that “advance students’ recognition of roles they play in an interdependent global community.” Additionally, the strategic plan calls for an increase in the percentage of students who participate in High-Impact Practices, including study abroad, as such practices are associated with engagement, retention, and increased graduation rates. Systematic and coordinated outreach with institutions of higher education in Latin America and Asia is emphasized given the university’s HSI designation and AANAPI

eligibility. Institutional commitments further emphasize the participation of first-generation and culturally diverse students in study abroad.

Actions associated with institutional commitment to increasing study abroad participation included the launch of the International Programs & Global Engagement (IPGE) unit to enhance support for university initiatives. Specifically, this launch included the reorganization and IPGE branding of offices including International Admissions & Outreach, Study Abroad, University Semester Abroad, American Language Program, and International Student Services.

Additionally, the institution registered as a Generation Study Abroad Commitment Partner. To significantly increase the numbers of students who study abroad, the institution pledged to increase opportunities for participation in study abroad through bilateral exchange partner agreements; build campus partnerships that increase curricular and co-curricular study abroad opportunities; provide training and support for colleagues interested in facilitating study abroad programs; enhance student advisement to effectively promote participation in the context of degree, personal, and professional development goals; provide information

Institutional Impact and Lessons Learned

1 Align mobility goals with university priorities and strategic plan goals

2 Engage in strategic partnership development

3 Consider heritage connections, proximity, aspirational interest, and financial implications in partnership development and program locations

4 Develop a program portfolio with diverse opportunities including short-term programs

5 Within short-term program options, include academic credit-bearing, co-curricular, research-based, and hybrid (i.e. research-based with academic credit) models

6 Coordinate planning and advocacy such that students have at least a two-year view of program options and opportunity to facilitate academic, financial, and personal planning

7 Support faculty engagement in study abroad program development and leadership

8 Commit to, provide seed funding for, and support program development and initial student participation

9 Communicate opportunity and expectation that students will have a study abroad experience of some type while enrolled

10 Thoughtfully consider the intersection of multiple factors influencing access to and advocacy for participation of diverse students in study abroad including lead time in program development; program type, length, location, and price; and engagement of key individuals in efforts to promote participation



Case Studies

Institutional Impact and Lessons Learned

- **Align mobility goals with university priorities and strategic plan goals**
- **Engage in strategic partnership development**
- Consider heritage connections, proximity, aspirational interest, and financial implications in partnership development and program locations
- Develop a program portfolio with diverse opportunities including short-term programs
- Within short-term program options, include academic credit bearing, co-curricular, research-based, and hybrid (i.e. research-based with academic credit) models, for example
- Coordinate planning and advocacy such that students have at least a two-year view of program options and opportunity to facilitate academic, financial, and personal planning
- **Support faculty engagement in study abroad program development and leadership**
- **Commit to, provide seed funding for, and support program development and initial student participation**
- Communicate opportunity and expectation that students will have a study abroad experience of some type while enrolled
- **Thoughtfully consider intersection of multiple factors** influencing access to and advocacy for participation of diverse students in study abroad **including lead time in program development; program type, length, location, and price; and engagement of key individuals in efforts to promote participation**

Q & A