Faculty Leadership & Development for the Internationalization of Psychology

- What kind of academic leaders do we need in psychology to further the agenda of internationalization?
- How do we identify and develop those leaders?
- How do we engage faculty in internationalization and what are the specific faculty development needs to accomplish this? How should we implement faculty development?
- Identify challenges and opportunities in internationalizing psychology education; identify promising practices and models.
- Next steps for faculty, students, programs\departments, APA, other relevant organizations.

**Internationalizing Psychology Education**
Faculty Leadership & Development

- General Challenges for Internationalization
  - The internationalized campus
  - The internationalized faculty
  - The roles of internationally-oriented leaders

- Psychology’s Challenges for Internationalization
  - Developing a mission across areas of psychology
  - Roles and responsibilities of Psychology’s on-campus leadership
  - Leadership development
  - Faculty engagement
  - Faculty development
  - Challenges, opportunities, best practices, next steps

Internationalizing Psychology Education
Definitions

- **Internationalization** – process of integrating international & multicultural perspectives & experiences into higher education.

- **Globalization** – integration of countries & people as the result of economic, technical & knowledge advances.

- **International education** – the full spectrum of educational programs & practices that facilitate internationalized learning.

- **Global competence** – the ability of faculty, staff, and students not only to contribute to knowledge but to also comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world.
General Challenges for Internationalization
The internationalized campus

- Prepares students to be citizens of the world

- Provides scholarly interaction around complex topics, in unfamiliar places, and with “new people;” enhances flexibility and critical thinking

- Even if not seemingly a international “major” or field, “global competence” enhances awareness and general communication skills including languages and cross- & multi- cultural sensitivity
General Challenges for Internationalization
The internationalized campus

– Fosters faculty & staff “renewal” and invigorates scholarship as citizens of the world
– Enhances research with new points of view and with possible economic opportunities
– Challenges faculty within their discipline to look at “global competence” and communication skills including cross-cultural sensitivity
– Improves competitiveness for the best & the brightest faculty and students
General Challenges for Internationalization

The internationalized faculty

• “I am a citizen of the world.” -- Diogenes Laeritius
  – “Am I?”

• What is a “Cosmopolitan Faculty?”
  – “belonging to, or representative of, all parts of the world”
  – and “free of national prejudices; international in experience
    or outlook” (Manser and Thomson, 1995, p 289)

• Beyond just a “local” outlook …
• Beyond just a discipline-specific outlook?
• Are these practical goals for psychology?
General Challenges for Internationalization

The internationalized faculty

- “Globally competent” faculty have interest in, and understanding of, other countries & cultures, including participation in international meetings, programs, research, scholarship, service
- Integration of international dimensions, issues, & comparisons within pedagogy, curricula, lectures, research, services
- Encourage students to participate in international dialogue[s] including study abroad and adding global view into their work [research, scholarship, clinical, service]. Language?

Internationalizing Psychology Education
General Challenges for Internationalization
The roles of internationally-oriented leaders

• **Articulates** the importance of global competence and presents a clear vision for the importance of internationalized education for the institution, department, program, and/or discipline.

• **Advocates** for internationalization by supporting the alignment of one’s own personal as well as institutional priorities.

• **Acts** by building a “coalition of the converted,” recognizing and incentivizing change [internationalization] at all levels of the organization, building local, governmental, and international partnerships; “hits the road.”
Psychology’s Challenges for Internationalization

– Developing a mission across “areas of psychology” [basic science, applied, and undergrad, graduate education]

– Roles and responsibilities of Psychology’s on-campus leadership

– Leadership development

– Faculty engagement

– Faculty development
A Model for Faculty Development

• Stage One – Building Commitment
  – External Pressures [recognizing, internalizing; assimilate & accommodate]
  – Values Defined
  – Learning information and new ways [rethinking]
  – Building networks [coalitions]; faculty learning communities

• Stage Two – Commitment
  – Sense of priority
  – Shared mission
  – Supporting networks [shared language]

• Stage Three – Sustaining Commitment
  – Recognizing and supporting structure
  – Rewards [incentives, promotion, tenure, “mini-grants”]
  – Networks [collaborations build upon themselves, attracting and mentoring junior faculty and students]
Some best practices
Faculty Engagement and Internationalization

1. Engage Faculty in Development & Leadership education abroad programs
2. Facilitate Faculty Exchange Programs
3. Financially Support Faculty Travel Abroad
4. Offer Incentives for Curriculum Development
5. Provide on-Campus Faculty Workshops
6. Support Faculty Initiatives
7. Support Faculty Reflection and Integration of International Experiences
8. Transform the General Education Structure
9. Transform Hiring, Tenure, and Promotion Criteria

(American Council on Education; http://www.acenet.edu/AM/Template.cfm?Section=Search&Template=/CM/HTMLDisplay.cfm&ContentID=5936)
Our Charge is …

• What kind of academic leaders do we need in psychology to further this agenda? How do we help them develop? What are the faculty development needs for all teaching/supervising faculty, and how should we address them? Challenges and opportunities; promising practices, next steps.

• Summary of Discussion:

• Recommendations for this section due to CDB by 5:30pm Sunday.
  – Faculty:
  – Programs:
  – Students:
  – APA:
  – Other organizations:
  – Other:
References


