Internationalization is both a solution to our common futures and a problem of generational fairness. Problems like economic growth, political stability, justice for all, global health, and climate change, are no longer solvable solely by using domestic solutions. In addition, the Internet alone has rapidly accelerated the internationalization of communications, for good and ill. For a globally pervasive experience, it is woefully neglected in education in the US.

Market models based on individualized choices, scarcity and tournament competition argue for primacy in the creation of internationalized prosperity for the next generation. Universities, however, also have grand traditions of discovery-seeking science and justice-seeking human rights. All three are internationalized by definition.

This was a year of opportunity. Opportunities to strengthen the School of Education’s (SOE) considerable international visibility. Opportunities to remember that together we are more than an individualized tournament. Together we are one generation in time, with responsibilities to the present, past, and future.

Universities discover and share basic knowledge. They help solve practical problems. They also have responsibilities to the very real young people in their classrooms. And these young people are living their lives communicating through increasingly internationalized devices. All of us need to learn how to better balance both our international and domestic (glocal) views. This requires comparative perspectives, so younger people can craft the tools they need to learn responsible ways of understanding different points of view.

Internationalization. Responsible leadership. Comparative perspectives. In a shared generational experience. IISE invites you to join its conversations.
GREETINGS AND GRATITUDE TO ALL!

I am proud to be one of the leaders who is making a difference at the SOE via our unique Institute for International Studies in Education. IISE is the unduplicated hub for global, inter-cultural, comparative, multi-lingual, and international scholarship and praxis. We are achieving the Global Plan for Pitt by “Connecting the Local and the Global” through strategic, meaningful endeavors that strengthen our community of practice. This year pushed us to make our priorities more streamlined and to sustain commitments to remaining a center of excellence for global diversity, equity, and inclusion. Our whole staff—students, faculty, alumni, visiting scholars, partners, and post-docs—are oriented towards the strategic, high impact partnerships, publications, and initiatives that we will be able to restart in person. We have also built new capacities and will be continuing to expand our inventive (social) media, professional development, and online educator outreach.

This year of global pandemic has shown both how fragile our social safety nets can be as well as the critical role that schools and universities play in building resilient, personalized webs of support for educators of all ages. Through IISE, we offer tangible, welcoming, inclusive means to live out the values and principles embodied in our Dean’s Mission-Vision. That text can be found here: https://www.education.pitt.edu/deans-welcome, and phrases below in bold explicitly derive from this Mission-Vision. IISE remains the SOE’s leverage point where we innovate with new formats, platforms, and guest speakers to address how national, global, social, and technological change impacts learning.

We rethought the priority activities that would best disrupt and transform inequitable educational structures that could have left us isolated. We coordinated proactive interventions to sustain the well-being of our global community of students and showcased the exemplary work being done by generations of alumni. We have sustained excellence in partnering to offer creative professional development and by mentoring our talented student workers. We remain future-oriented, innovating and agitating for practices and policy-making that are informed by the needs of our interdependent global village that this pandemic has made more poignantly visible to all.

Maureen K. Porter
MAUREEN K. PORTER, M.A., PH.D., IISE ASSOCIATE DIRECTOR
August 01, 2021
A BIGGER PICTURE

IIE supports the SOE’s both local and global perspectives and goals in today’s education profession. During the pandemic, IISE tapped into the School of Education’s long-standing international reputation for collegial interactions with practitioners as peers, many of whom are other professors, former students, or international team members. These often-long-term organic relations frame IISE through internationalization, responsible leadership, and comparative perspectives.

IISE’s peer-based collegiality and willingness to collaborate has opened up innovative ways to stay engaged with alumni and fellow colleagues, first through brown bags and, more recently, through newly formed working groups. We have been working with our partners and alumni on engaging and better integrating career-rich possibilities, not only for our alumni network but now also for our visiting scholars and our new student-managed peer network.

This annual report is a comprehensive report on IIE's activities throughout the preceding year.

During the past year technology brought these collegial relationships even closer. IISE’s innovations support the SOE’s vision for strong global perspectives in a just world. For example, in the middle of the pandemic, alumni and friends volunteered to help mentor current students. This takes us one more step to one of IISE and SOE’s longer-term goals: to assist in the construction of career paths for internationally oriented students from recruitment through retirement.
WHY IISE?

IISE was created as a door to connect Pitt’s International Development Education Program (IDEP), and later SOE’s Administrative and Policy Department (ADMPS), now the Education Foundations Organization and Policy’ (EFOP) programs, with governments, organizations, and institutions worldwide. From its earliest days, it had an emphasis on career paths for professionals and researchers.

Within the last few years, IISE’s mission has been expanded from an almost exclusive external focus on international higher education, to include service to the School of Education’s global perspective as a whole, for students, faculty, and colleagues in and outside Pitt. Its new working groups have content that is inherently both local and international (glocal), such as foreign language education, and language, literature, and culture.

In addition to its academic interests, IISE also participates in initiatives that support potential and current international students. It is open to interested faculty members, staff and students to join when they do work with international content, e.g., for faculty members when they serve as counterparts for visiting scholars.
VALUE OF INTERNATIONAL PERSPECTIVES

At the beginning, IISE’s international work explored educational reforms in post-colonial and, later, post-Soviet cold war countries. More recently, in addition to its institutional development work, IISE was a founding member of the nascent field of education in emergencies in the late 1990s, which included countries suffering from conflict and/or natural disasters. International work now includes both assistance and crises perspectives.

Technology and the rise of online education is opening up new, digital opportunities for those who may have lacked access in the past. Dr. Maureen McClure’s work on Massive Open Online Courses (MOOCs) explores their implications for providing credible, low-cost access to education. Many professionals are turning to new forms of MOOCs for career-level professional development.

Currently, the field has moved toward initiatives contributing to the internationalization of institutions and national education systems. These can be highly contested reforms. For example, technology has been both a critical driver for access and a weapon against those with limited access. These contests range across a broad range of views, including local, state, regional, national, international, transnational and global. IISE embraces the notion of “glocal,” or local innovations shared internationally. This perspective also means a responsibility to learn multiple ways of understanding the same problem. For example, internationalization today, and especially in higher education, is driven by both global competition, and global collaboration.
General indicators of internationalization include student and faculty exchanges, participation in international events, joint projects, publication co-authorships, and publication in international journals. Internationalization contributes to institutional prestige, increased access to funding for research and projects, accreditation, and student enrollment.

Finally, Pitt’s legacy in international education comes from collaborations with institutions and persons around responsible educational leadership, through three intertwined groupings: management and policy; curriculum and pedagogy; and assessment and evaluation. Here, there have been strong shifts from transactional leadership toward responsible leadership across multiple contexts. Comparative perspectives are also needed to manage the highly volatile, uncertain, complex, and ambiguous conditions that frame many of the decisions made by practitioners and policy makers.

One of the opportunities that IISE prizes is our ability to mentor the young leaders who come from all over the world. We lead with integrity, modeling effective stewardship of resources and treating every person with dignity. By cultivating these apprentice relationships, we practice what we teach. This also means making feminist approaches to leadership and balancing career and family, especially during a global health crisis, visible to the young scholars with whom we work. Modeling striving for well-being concurrently with targeted action for greater social justice has been a lifelong commitment.

Besides internationalization, IISE emphasizes responsible leadership, comparative perspectives, and shared generational experience.
IISE has nurtured relationships with partners in diverse organizations worldwide.

Relationships have developed through journal peer reviewing, event hosting, conference speaking, and student/faculty exchange.

By serving as a broker to provide peer reviewers for scholarly journals, creating opportunities for SOE faculty to be speakers at jointly sponsored online conferences, planning for joint degree programs/courses, and operationalizing long-sought collaborative exchanges that could be done virtually, if necessary, IISE is committed to continued student, family, and community success here and abroad. For example, part of Dr. Maureen Porter’s Fulbright-Hays GPA in Uganda and Kenya, Pitt’s Center for African Studies and IISE co-hosted the second, well-attended Teach Africa! Professional Development Workshop for urban K-20 teachers. What an exceptional opportunity to visibly, as the SOE mission emphasizes, recommit to educational equity, and to tangibly disrupt and transform inequitable education by teaching African and African American content that has been strategically left out or disparaged in schools!
IISE’s Alumni Network is a group of alumni, both practitioners and scholars, many of whom want to remain engaged in IISE initiatives such as brown bags, working groups, and also mentoring students.

IISE highlights alumni profiles, achievements, and publications on its website.

The Alumni Network is comprised of education professionals, and those interested in international, global, and comparative education in many countries. Many of the network members work in educationally oriented organizations with an international focus in the United States and abroad. Others are practitioners and scholars in the education field across many countries. They remain connected to IISE and collaborate with IISE staff, research fellows (faculty), and others from the Pitt community. Still others mentor current students by engaging in collaborative initiatives and supporting each other.
Most of the work on the IISE Alumni Network this year was the responsibility of Dr. Jorge Delgado and doctoral student Ximing Li. Alumni contributed. We maintained frequent contact with alumni through bimonthly communications. IISE and SOE’s activities were sent out via IISE’s listserv on Mailchimp, and by SOE announcements to the current community (SOE’s Office of Communications) and alumni (SOE’s Office of Development). This year the list was expanded to more than 130 members.

In addition, IISE has created an archive of 127 theses and dissertations (of the former Administrative and Policy Studies and Instruction and Learning Departments) with an international focus and/or by international alumni, submitted between 2004 and 2020. This list was created and posted on IISE’s website. The identification and posting of theses and dissertations previous to 2002 from those departments continues and has recently started to cover other departments, including our new ones.

The Alumni Network has also been paving the road for current international and internationally interested students to become connected with IISE after graduation by inviting them to make contacts with alumni earlier in their careers. One path for fostering such connections is the Peer Networking Initiative. During Peer Networking sessions students are also invited to connect with IISE by participating in other IISE initiatives. For example, IISE currently offers interested students the opportunity to have their profiles created on its website.

Moreover, several members of the IISE Alumni Network reside in the region and have volunteered to mentor current students interested in working locally and abroad. Finally, IISE put together a panel on Pitt’s International and Development Education Program (IDEP) legacy for the 2021 vCIES Conference in April. Participants included faculty, alumni, and students, and attendees included alumni and friends.
IISE featured international-related work and working groups initiated their conversations through the brown bags.

IISE collaborated with the SOE’s Admissions and Enrollment Services (AES) to connect new and returning students. A result of this activity was the pilot Student Peer Network initiative.

A highlight of IISE’s cultural endeavors was the virtual celebration of the Asian Lunar New Year which brought together more than 50 participants.
Brown bags were originally designed to create an academic space for visiting scholars to share their work with each other, and to learn about the US educational system, social dynamics and cultures. This effort soon expanded into providing havens for shared experiences for them that helped create social and cultural capital that the scholars could take with them and leave behind. In turn, this led to their being opened to the larger academic community as some were feeling comfortable in their research spaces, but isolated from the larger academic community. This year the brown bags developed into a platform for SOE and Pitt-wide conversations about important topics that a working group format could explore.

Each of the three current SOE-wide working groups had the chance to host a brown bag to share what members have been doing in their own community engaged scholarship, research, coursework, and outreach. All attendees to the working-group brown bags (and there were more than ever this year, including internationally-located Pitt students and alumni) shared how they lived out their commitments to student, family, and community success.

The Indigenous Education working group shared how educators are innovating and agitating for concrete change, and the Global Gender Policies working group gave examples of ways our graduates are fulfilling the SOE mission of “disrupting and transforming inequitable educational policies and praxis.” The Language Policy working group shared exemplary practices that are gaining traction in achieving educational equity both in the US and internationally, revealing poignantly parallel issues.
There were 158 registrants and 106 attendees in the academically focused sessions. Attendance was diverse in both discipline and position, and within the SOE, the University Center for International Studies (UCIS) and beyond.

A new partnership with Admissions and Enrollment Services (AES) helped launch the fall 2020 semester and focused on new and returning students to the School of Education (Sept 29). This kickoff was linked to a related survey that resulted in the formation of the Peer Network in the Spring 2021.

The Lunar New Year session hosted more than 50+ SOE students, staff members, and past visiting scholars who joined in the virtual lunar new year celebration. The Dean’s Office provided dissemination support for all of the brown bags through their connections with various SOE and Pitt centers and offices such as alumni development and marketing. They have also been helpful in the expansion of IISE’s alumni and glocal interests.
2.23.21
pittdayofgiving.com

LUNAR NEW YEAR 2021
Sharing the Chinese Lunar New Year
GLOCAL (GLOBAL-LOCAL) PARTNERSHIPS FOR SHARED PROFESSIONAL DEVELOPMENT

These institutional partnerships connect IISE to both domestic and international organizations. Jorge Delgado has taken the lead in facilitating international partnership connections, with strong support from Dr. Anis Sundusiyah and Associate Director Maureen Porter. IISE’s perspective is glocal—innovate locally while sharing with colleagues globally. This means that developing and sharing education expertise creates opportunities for shared, peer-based collaboration, and less of a unilateral expert/novice one often found in “developing” countries and institutions.

Internationalization trends are key to understanding how the SOE can pursue collaborations with local, regional, and international partners.

IISE currently supports two current and several prospective MOUs with different types of institutions.

IISE has been exploring the ways collaboration takes place and is linked to the internationalization of institutions and education systems.

It also means developing Memorandums of Understanding (MOUs) that can be used for multiple tasks, from shared research and lectures, to webinars, websites, and shared teaching. It also means the development of both old and new forms of certificates and other credentials, as well as shared monetization. IISE has a number of international higher education institutional partnerships in medias res. Two MOUs currently exist and a number of institutions, already engaged, are considering MOUs.
GLOBAL PARTNERSHIPS

We can learn from the work of peer institutions with, for example, important developments in the different regions. Internationally, there are significant collaboration developments between institutions within regions. IISE has a number of international higher education institutional partnerships in medias res.


Universidad de Córdoba— Unicórdoba, Colombia (regional public university): The MOU draft includes a course structure for a Unicórdoba International Seminar Course, Fall 2021, starting with a 3-week in-person International Seminar (plus 1 week of cultural experience) to be delivered every summer to students in their master’s program in English Teaching. Topics: writing for publication, and online tools for qualitative-data analysis. NOTE: Because of the pandemic, we are working on an online alternative to starting pilot in the Fall 2021. Contacts: Pitt alum, José David Herazo. IISE Senior program coordinator, Jorge Delgado.
Universidad Minuto de Dios:
Uniminuto, Colombia (multi-campus private university with a social mission) Collaborations started with Jorge Delgado’s participation in webinars with the Social Innovations in Education master’s program on “Perspectives in Social Innovation” and the Scientific Park on Social Innovation on “Good practices for academic production.” Uniminuto is interested in: 1) joint research, 2) double credentialization, 3) special programs that could be offered as continuing education, 4) COIL—Collaborative Online International Learning, 5) mirror classes, 6) conferences, 7) International conferences, 8) lectures, 9) publications for instance, a collaboration with a potential IISE working group publications, and 10) projects impacting communities, students and curricula.

Contact: Uniminuto director of the master’s program, Constanza Cuevas. Uniminuto international representative, Mauricio Izquierdo. IISE senior program coordinator, Jorge Delgado

Walisongo University, Indonesia:
IISE is pursuing a MOU renewal request with Walisongo University, a long-standing IISE partner since early 2000’s. The previous IISE administration had signed a MoU and completed a series of activities, such as the formation of a Rector’s Consortium, an Excellence in Higher Education (EHE) journal, and an on-site two-week publication workshop in 2015. As part of the process IISE is seeking to renew the MoU for the purpose of piloting an international guest lecturer series for an undergraduate international class this upcoming Fall 2021.

An International Virtual Conference was hosted by Walisongo University (with speakers from more than 20 different countries) in September 2020. Anis Sundusiyah and Jorge Delgado participated as presenters. This year, there is a request to start with three to five 45-60-minute lectures in the English language to be given to students during their class time.

Contact: Pitt alumna/IISE coordinator, Anis Sundusiyah.
Arid Agriculture University Rawalpindi, Pakistan (public university) (in conversation) IISE received a doctoral student as a visiting scholar and two faculty members are planning to come to Pittsburgh in Fall 2021. Conversations with faculty members have been exploring opportunities for collaboration. IISE was asked to recommend members of its Alumni Network to serve on external doctoral committees for AAU. So far, Gustavo Gregorutti (former visiting scholar) and Jorge Delgado have served in this capacity.

Contact: Former Visiting Scholar Mehwish Jabeen and IISE Senior program coordinator, Jorge Delgado

IISE has a number of international higher education institutional partnerships in medias res.
Universidad La Salle — Unilasalle, Canoas, RGS, Brazil (Catholic private university) (in initial conversations) As it is regulated by the Brazilian higher education system, Unilasalle signs partnerships only when there is a history of collaboration between the two institutions. IISE’s Jorge Delgado has served on doctoral dissertation committees, has been a guest lecturer, and has collaborated on publication projects (book, scientific committee and authored article in dossier soon to be released). He also participates in a teacher-training research group.
Contact: Director Unilasalle doctoral program in Education, Vera Felicetti; Senior program coordinator, Jorge Delgado.

Universidad Cooperativa de Colombia, Colombia (multi-campus private University) (in initial conversations)
We are in the initial stages of exploring potential areas of collaboration.
Contact: Director of academic programs, Manuel Unigarro. IISE Senior program coordinator, Jorge Delgado

Federal University of Mato Grosso, Cuiaba, Brazil (federal public university) (initial conversations). Jorge Delgado participated as speaker in events and is collaborating on publication projects.
Contact: FUMG faculty, Nilce Vieira. FUMG Office of International Relationships, Jaira Martins. IISE Senior program coordinator, Jorge Delgado

Universal Academy of Pittsburgh (UAP) (regional, private, internationally oriented school) -- On the domestic side, an internationally oriented school has expertise in language and cultural issues that few others in the area have. This is a follow up on a partnership request from a local K-8 school regarding internationalization efforts in their professional learning communities (PLC) model. IISE wants to move beyond more typical university expert/novices relationships to better peer-based PLCs. as well as online seminars based on shared interests.
Contact: IISE and UAP, Anis Sundusiyah. IISE Director, Maureen McClure
A tribute to Pitt Faculty counterpart Prof. Dr. Maureen McClure & ISE Team, University of Pittsburgh, PA

I AM THANKFUL
ISE, University of Pittsburgh, PA

Mehwish Jabeen (PhD Scholar): Department of Education, Faculty of Social Sciences, PirMehrAli Shah Arid Agriculture University Rawalpindi, Pakistan
LOCAL PARTNERSHIPS

Less well known, but increasingly important, are IISE’s contributions to international education, both within the School of Education and across the region. Maureen Porter, Associate Director, has been the primary and often sole driver in this area for many years. She has received awards for her innovative work in international education across the curriculum domestically and internationally. Her contributions to local and regional partnerships have been central to SOE’s visibility as the regional center for international and global education across the curriculum. These contributions included guest speaking events to regional librarians/schools. In addition, introductions were made to Lunar New Year via 5 Zoom meetings to local elementary students. IISE facilitated connections across the SOE.

For example, Mercy Jematia, the Global Studies/SOE Heinz Fellow, reached out via the Center for African Studies to do presentations on language and culture in regional schools. Regional teacher professional development education opportunities with UCIS and the Center for African Studies included a second Teach Africa Workshop – jointly initiated, planned, and hosted by Porter of IISE and African Studies leaders. These opportunities featured our own alumnus, Nosakhere Griffin-EL, Mercy Jematia, and Joyce Mutsoli. Cost-sharing and in-kind contributions to put on events: Act 48, Title 6 so there was no cost to participants, and they can receive professional development credits.

In addition, there were communications with the study abroad office at Pitt-Greensburg. IISE’s Maureen Porter supported the initial probe of partnership between IISE and Pitt-Greensburg School of Nursing. Conversations were also started for the TESOL convention with Linh Phung (Chatham University, co-chair of TESOL convention) to participate in and/or co-sponsor TESOL convention 2022 activities in Pittsburgh next year.
STUDENT PEER NETWORK

The Student Peer Network started as a pilot survey with students from the SCAE and FLE programs and is intended to bring together students from the whole School of Education.

IISE’s internationally focused Peer Network established a multilingual, multilevel, interconnected opportunity for international and internationally interested students in the Social and Comparative Analysis in Education (SCAE) and the Foreign Language Education (FLE) programs. Its purpose was to build closer peer-to-peer alliances and increase students’ sense of belonging to the SOE during the Spring 2021 semester.

One way was to support spaces for conversations in human languages. This initiative was driven not only by pandemic isolation, but also by growing concerns for physical and social safety. It was intended to supplement other student groups in the school and in the University.

It also offered help to official SOE organizations such as Admissions and Enrollment Services (AES). Additionally, international students inside and outside of the US were invited to meet via zoom bi-weekly to share academic and social information, concerns, and communicate with the SOE administration.

More than 60 participants were attracted to the 5 meetings with the following topics: “Hello friend, we are your peers!”, “Hello Pittsburgh! Hail to Pitt!”,”A Talk with the Assistant Dean for Student Engagement- Shederick McClendon,” and “A Wrap-up for the Spring & Plan for Summer and Fall.

This new program was designed to provide institutional support for international students as well as students interested in international issues. Dr. Loretta Fernández, Visiting Assistant Professor, and Dr. Heather Hendry, Assistant Professor, Foreign Language Education (FLE), as well as IISE Director Maureen McClure encouraged its formation and then stepped back so the students could design it to meet their academic and social needs. It was important to students to have spaces where they could speak to each other in their home languages.

This emphasis on self-governance created a platform both for setting priorities in difficult times and connecting current and incoming students as a network. In addition to the importance of building knowledge capital, IISE also provided a space to build social and cultural capital. This year presented challenges to international students, including the difficulty of studying online, cumulative loneliness caused by the pandemic, and increased safety concerns. IISE’s doctoral student Yuan Gao and Ximing Li have taken the lead in working with this group.
This year of global pandemic has seen a radical rise in anti-Asian hate crimes and greater public advocacy for the civil and academic rights of those hardest hit by inequitable provisions and systemic racism. Spearheaded by the students of IISE, we initiated several well-being surveys of the unique needs, losses, risks, and concerns of the SOE’s sizable body of international students. Like other SOE programs, we support the SOE mission and “approach learning as intertwined with health, wellness, and human development,” and realized that mental and financial health are entwined. Thus, these insights and recommendations led to financial relief, disruptions, and transformations of our own SOE policies, virtual celebrations (Lunar New Year), and social activities. In spring, this blossomed into a full-scale, IISE student-led Peer Support Network that has cultivated relationships and new friendships across racial lines.
SOCIAL MEDIA AND COMMUNICATIONS

IISE has developed different strategies to communicate with its multiple constituencies.

The social media team worked on planning, creating and managing IISE’s marketing content for the website and social media channels (Facebook, LinkedIn and Twitter). We aligned our efforts with the Dean’s offices, particularly Greg Latshaw in Communications and Michael Haas in Alumni Development. This work included publicizing SOE and IISE’s programs, achievements and events on the IISE website, social media and relevant personal networks. The website also often featured spotlights on SOE faculty, current students, alumni, and visiting scholars, among others. The team also worked with Stacey Rosleck, from the University Web Communication Office.

Particularly relevant has been the collaboration with the Offices of Communications and Marketing and Development and Alumni Relations.

During the past year, the media team also republished Pitt and SOE news on trending issues, such as Pitt policies and innovations related to COVID-19 and social justice issues in the United States that affected the discourse related to global and international education. The team continues to explore strategies to increase content creativity, visibility and engagement from audiences across the SOE and beyond.
The team, primarily Dr. Veysel Gokbel and Dr. Anis Sundusiyah, did the practical work of creating and circulating communications related to IISE events and news on IISE social media channels, targeting to Pitt, non-Pitt, alumni communities and beyond. Activities included: 1) restructuring the website layout to accommodate additional content with more friendly navigation; 2) designing and distributing copies of flyers.

Their work was successful in attracting alumni through these platforms, especially for events when former faculty members Dr. Mark Ginsburg and Dr. John Weidman spoke. Social media channels were also helpful in promoting new activities, including connecting alumni and planning for career-related programming.
VISITING SCHOLARS

• The COVID-19 pandemic has had a significant impact on those 2020-invited visiting scholars coming to Pitt who couldn’t arrive in Pittsburgh. We continue to keep checking in with them and maintain long-term relationships with our past visiting scholars.
• As both the vaccination and visa situation are getting better, IISE has started to receive new requests from international institutions.

As faculty and student leaders, we all actively engage in research of high impact. This includes co-publishing with our Visiting Scholars, many of whom we hosted until they could safely return home to resume senior administrative positions in their countries. We stayed in touch through collaborative panels at Brown Bags. We also invested many hours in supporting the backlog of approved and funded Visiting Scholars whose arrival to work with SOE faculty partners had to be delayed. We look forward to welcoming them in person in the new IISE suite.

IISE will continue to assist with these new requests to make the process as smooth as possible.

The visiting scholars program, led by doctoral student Xi Wang, is an important component of IISE’s glocal perspective. It serves a number of purposes. First, it provides SOE faculty members access as international counterparts to researchers interested in similar research topics. Second, it provides a space for international faculty to meet and learn from each other. Third, it increases diversity within the School, providing students greater access to different academic and cultural perspectives. Fourth, it adds to the School’s regional, national and international competitiveness.

As our domestic and international peers experienced, the pandemic and quarantine protocols severely impacted the program, with a decline in participation from the 2020-21 year. Interest in the program appears to be rebounding, but there will be significant costs associated as we, like our peer institutions, seek to rebuild from the pandemic.
In 2020, we invited 11 visiting scholars and helped find 7 SOE faculty counterparts with diverse research interests and expertise from across SOE.

We also supported those who were delayed in returning to their home countries during the COVID-19 quarantine.

IISE additionally processed new applicants in 2021. As of June 2021, we had received 11 new visiting scholars and postdoctoral fellow application inquiries from China, Colombia, Pakistan, and Turkey. We are assisting 6 of them on their application paperwork and process. This past year was difficult, because most potential visiting scholars did not apply, and because many SOE faculty members were already carrying heavy burdens due to the pandemic.

IISE managed paperwork and communications that relieved both SOE faculty counterparts and the Dean’s Office. IISE worked closely with SOE’s human resource manager, financial office, the Office of Export Control, and the Office of International Services to make the visiting scholars’ application protocols proceed as smoothly as possible.

We continue to keep checking-in with those who have been accepted but cannot yet come due to COVID-19 restrictions.

We continued and enhanced our efforts this year to maintain long-term relationships with our past visiting scholars. This also included continued help with their research projects, as well as establishing potential partnerships with their institutions. These long-term relationships have helped build scholarly cooperation and institutional partnerships. This extended research support in the IISE suite resulted in a publication.

Working groups started off as successful brown bags that created a shared academic and social space for visiting scholars. Last year, working groups were formed to discuss special academic topics. This year they were linked to brown bag presentations. Their success so far has encouraged IISE to invite those in the Alumni Network who are practitioners, scholar practitioners and researchers to contribute to Working Group topics. Additionally, this success has resulted in several requests from alumni interested in making research presentations.

The three first working groups’ brown bags (with topics of Indigenous Education, Language Policies in Education, and Global Gender Policies) were formally launched during the Spring 2021, with informal exchanges and discussions in brown bag sessions (February 17, March 3, and March 17 respectively).

These working groups provided an interdisciplinary space for faculty, staff, students, alumni, and community leaders to connect and share their research and practice. Maureen Porter, IISE Associate Director, took the lead for these working groups. IISE team members (Anis Sundusiyah, Jorge Delgado and doctoral student Dao Nguyen) were assigned to coordinate the alignment of these sessions with University and SOE interests, with their own research expertise and with their assignments at IISE.

The working groups reported connection building with peers and scholars outside the US, increasing diversity and potential collaborations. Examples include Huan Yik Lee (Patrick) at the University of Queensland, Australia, and alumna Dr. Erica Abarca in Chile. The working groups also explored topics on more democratic and inclusive themes and activities. They learned that a related online short course package on a theme, for example, could be embedded as a guest lecture or serve as a stand-alone short course/workshop.

There are plans to start other Working Groups on Fiscal Prudence and the Internationalization of Higher Education.
IISE Welcome Reception at vCIES 2021
IIE supported the School of Education’s partnership with the Comparative and International Education Society (CIES).

IIE served as the headquarters of the 2021 CIES Conference for over 3000 participants from over 120 countries.
IISE supported the University of Pittsburgh’s and the School of Education’s global perspectives by strengthening their international visibility through partnership with the Comparative and International Education Society (CIES). CIES is the pre-eminent academic society for comparative and international scholars in education globally. It is currently headquartered in the School of Education at Pitt.

Last fall and spring, IISE was chosen to serve as the conference’s planning headquarters for President-Elect Dr. Karen Monkman, as she was responsible for organizing the conference this year. It was a major undertaking conducted from multiple sites. IISE team members Dao Nguyen and Xi Wang were seconded to Karen Monkman’s planning team. IISE faculty and staff came together to coordinate and/or assist with many critical “behind the scenes” responsibilities, from proposal submissions and review to acceptance communications and conference participation and attendance. CIES’ international virtual conference this spring successfully hosted over 3,000 participants from over 120 countries. CIES 2021 was a unique opportunity for IISE faculty and staff to manage a pre-eminent academic conference.

IISE provided direct support for Karen Monkman in managing and resolving problems associated with proposal submission, coordinating proposal review process, acceptance communication process, and conference participation/attendance. Managing the conference website (https://cies2021.org) for timely updated contents was also IISE’s responsibility. Their jobs required full-time coverage at critical points e.g., proposal submission, registration opening during the first two days of the conference, and more, including managing over 8,500 emails.

Here is a link to the conference trailer: https://www.youtube.com/watch?v=43Hw6MAP_ZY
PART III: 2021-2022 PRIORITIES

The three main concepts that drive IISE’s future work will continue to focus on internationalization, especially in higher education, responsible leadership in the generational interest, and the need for comparative perspectives to manage unknowable complexity. Rather than driving frame construction, these concepts will permeate the conversations.

IISE Connects the Local and the Global

- Brown Bags
- Visiting Scholars
- Alumni Network
- Peer Network
- Bridges Project
- Social Media
- Working Groups
- Partnerships

Scholars, Policy & Praxis
Pitt & Region
School of Education
IISE will continue working from its peer-based strengths and adapt them to new needs as a response to current trends in international education. In addition, traditional credentials are evolving, and new models of digital training are emerging. IISE is building a pool of training models and content portfolios as we learn what partners seek in terms of training. This also includes opportunities for the creation of policy-oriented or teaching materials.

We intend to internationalize our professional development with a focus on the glocal, or local and global interrelationships.

A major objective is professional development using diverse and innovative strategies ranging from certificates to lectures.

A major objective for next year is IISE/SOE-generated professional development opportunities for K-20 professionals, both researchers and in practice. This means picking up and moving forward on plans, some of which were stalled last year by pandemic conditions. It will be important for IISE to reestablish senior level conversations about innovative credential formats that can help frame both domestic and international (glocal) partnerships.
For this, greater clarity in establishing MOUs is needed. These senior level conversations could include tuition and non-tuition formats for certificates. They also include potential workshops, webinars and seminars. In addition, working groups have the option for generating research conversations, studies, publications and presentations. This would include the examples of possible partnerships in Colombia, Germany, Indonesia and domestically.

Possibilities include 1) partnership and alumni network workshops in Pittsburgh, 2) study away opportunities, 3) transnational and multilingual webinars, 4) avoiding one-off events in favor of programs that foster deeper engagement, and 5) seeking peer-based sustainability. Also, we might want to speak with those from countries where internationalization is not yet well established institutionally. If an international seminar model works, we could replicate it and adapt it to partner needs and interests.

Another example could be multilingual dissemination of working groups’ findings. At the same time, it would encourage visibility through broader readership of research among researchers and practitioners in English.

These strategies will be considered in focusing on professional development, as broadly defined, including working group research studies, publications, and presentations.
INSTITUTIONAL PARTNERSHIPS

The nature of international work has changed and so have the characteristics of partnerships. IISE is exploring possibilities and opportunities for glocal peer-based partnerships. This would include shared participation in working group activities.

VISIBILITY

IISE needs to be more clearly recognized as a supportive hub for international-related education. It recognizes the need to generate different types of content and disseminate it through innovative and increasingly digital channels.

An example could be the creation of a multimedia, multilingual, open-access, and interactive working group publications with alumni and glocal partners, sponsored by the University Library System’s Office of Scholarly Communication and Publishing.

ALUMNI NETWORK

Alumni will continue to receive:
- invitations to attend brown bags,
- a newsletter,
- opportunities to participate in working groups,
- an invitation to discuss a possible online reunion, and
- invitations to contribute to IISE through Pitt’s Day of Giving. The new working groups will be focused on management and policy issues related to internationalization, responsible leadership and comparative perspectives.
STUDENT PEER NETWORK

We hope students will build IISE’s international Student Peer Network hub into an active, long-term and student self-organized, network that works closely with and strongly complements official SOE organizations, such as the Council of Graduate Students in Education (CGSE). In the 2021-2022 academic year, the network plans to recruit more core student members. In addition, they have been planning a welcome event with AES through a brown bag in September, a SOE Anti-Asian hate event early in fall, and walking tours to introduce Pittsburgh and Pitt to new students.

As the network was only launched late in the spring semester, it needs greater structure and position clarification. It needs to 1) clarify the organizational structure and roles of members; 2) the Dean’s Office and its programs; 3) expand the range of participating students to international students at SOE and U.S. students who are interested in international education; 4) strengthen communication between international students and SOE administration; and 5) increase the visibility of international students at SOE.

BROWN BAG

IISE’s brown bag offerings will be promoted with a focus on the complex realities of the profession. Additional speakers from alumni, SOE and international partners will be asked if they want to share their research and practitioner-oriented projects connecting the local and the international. These brown bags can also help SOE build its social and cultural capital.
VISITING SCHOLARS

We are also planning to regain access for those who are interested in coming to Pitt during the post-pandemic period, as application processes have become more complex. It is important to ensure that visiting scholars have a smooth application process, both for their own experience and to reduce costs for the SOE.
WORKING GROUPS

Two new working groups will be added: Fiscal Prudence (part of Responsible Leadership and hosted by Maureen McClure) and Higher Education Internationalization. (co-hosted by Jorge Delgado and Tchetchet Digbohou). Both are focused on providing support for current practitioners and policy-oriented researchers working in highly complex conditions. It will begin with the alumni network.

By “Connecting the Local and the Global” IISE is the hub of excellence for all members of our SOE community, our esteemed alumni, and world-wide partners who have cross-cultural, multi-lingual, international, global, and comparative aspirations.

An example of existing working group connections can be seen in the Language Policies working group. Starting in Fall 2021, Dr. Richard Donato (SOE) and William Rivers (America’s Languages Working Group of the American Academy of Arts and Sciences and the Association of Language Companies) will join and support the Language Policies working group as mentors. This working group will host an upcoming language-theme brown bag or symposium or Mentor Talk (1 to 3 times a year). This working group is considering piloting a virtual short course on "Introduction to Language Policies", offered to universities outside the US. It is exploring funding opportunities for various possible projects/activities. It is also managing a wider recruitment and formalization of group membership (inclusive, unpaid, non-binding, various level of commitment as agreed).


**BRIDGES PROJECT**

We pursue and produce knowledge. Thanks to the efforts of Jorge Delgado, a one year contract has been offered by the University of Pittsburgh’s prestigious University Library System (OLS) to pilot a self-sufficient, low cost, internationally visible, alumni-based (at least at first) Open Access project, BRIDGES. Its innovative uses of content and process takes IISE one step closer toward greater international visibility for the SOE, its alumni, faculty and students.

With permission from the SOE, the publication of BRIDGES would take advantage of the high value international service the University of Pittsburgh Library System’s Office of Communications and E-Publishing (OCEP) provides. Pitt is one of the international institutions that are part of the Public Knowledge Project, which promotes Open Access publication. The BRIDGES project is, at the time of this report, has been accepted by OCEP, and is being reviewed by the SOE. If approved, BRIDGES would be a pilot for IISE during the academic year 2021-2022 and will serve as an articulator for several IISE initiatives. In order to keep costs low, it would not be printed, and would be published as soon an article is accepted, using the OCEP template.

It is an outgrowth of IISE’s work with the Alumni Network. Its purpose is to encourage new forms of researcher-practitioner communications. It emerged from a growing sense that in an era of information overload, new formats may be needed to share research, both locally and globally. As the field becomes more complex, access needs become more complex. Abstracts may not carry enough information for either researchers or practitioners. Access to often innumerable full articles, however, may be daunting. Additionally, with the internationalization of glocal education issues, more complex access to multiple voices in other languages and cultural contexts is limited at a time when they are most needed. This can also mean taking advantage of new forms of media in multiple forms and languages. These could include everything from low cost digital formats to video interviews.
WE ARE
THE INSTITUTE FOR
INTERNATIONAL STUDIES
IN
THE SCHOOL OF
EDUCATION
AT
THE UNIVERSITY OF
PITTSBURGH

5101 Wesley W. Posvar Hall
230 South Bouquet St.
Pittsburgh, PA 15260
University of Pittsburgh

www.iise.pitt.edu
iise@pitt.edu