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## FACULTY ENGAGEMENT IN INTERNATIONAL STUDENT SUCCESS: A REVIEW OF BEST PRACTICES AND STRATEGIES

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### ABSTRACT

This review investigates the pivotal role of faculty engagement in enhancing the success of international students within higher education settings. Recognizing the increasing diversity of student populations globally, the study aims to synthesize existing research to discern effective strategies for supporting the academic, social, and cultural integration of international students. By examining the impact of faculty involvement both inside and outside the classroom, this review sheds light on best practices that contribute to the broader discourse on internationalizing higher education. The review explores the multifaceted dimensions of faculty engagement and its correlation with international student success. Within the classroom, effective teaching methodologies, inclusive pedagogical approaches, and culturally responsive practices are identified as key factors influencing the academic achievement and retention of international students. Moreover, fostering an inclusive learning environment that embraces diverse

perspectives and encourages active participation is crucial for promoting student engagement and satisfaction. Beyond the classroom, the review delves into the importance of faculty involvement in co-curricular activities, mentorship programs, and community engagement initiatives. By actively participating in extracurricular events, faculty members can facilitate cross-cultural interactions, provide social support networks, and promote a sense of belonging among international students. Additionally, mentorship programs led by faculty mentors offer personalized guidance, academic advice, and cultural adjustment assistance, thereby nurturing the holistic development of international students. Furthermore, the review highlights the significance of faculty training and professional development in preparing educators to effectively support diverse student populations. Cultivating intercultural competencies, understanding the unique challenges faced by international students, and adopting inclusive teaching practices are essential components of faculty development initiatives. This review underscores the critical role of faculty engagement in fostering academic success, social integration, and overall well-being of international students. By synthesizing research findings and identifying best practices, this study contributes to the advancement of strategies for internationalizing higher education institutions and promoting inclusive excellence.

**Keywords:** Faculty Engagement; International Student; Success; Best practices; Strategies.

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## INTRODUCTION

The increasing globalization of higher education has led to a significant rise in international student mobility, with students pursuing educational opportunities across borders like never before (Varghese, 2008; Kritz, 2006). As universities strive to accommodate this diverse student population, attention has turned to the critical role of faculty engagement in supporting the success of international students. This review aims to explore how faculty involvement influences the academic, social, and cultural integration of international students, synthesizing research on effective strategies for supporting diverse student populations.

The rationale for examining faculty engagement lies in its pivotal role in shaping the experiences and outcomes of international students within higher education settings (Quaye, ed., 2009; Trowler, 2010; Krause, and Coates, 2008). While numerous factors contribute to student success, the impact of faculty-student interactions, both inside and outside the classroom, cannot be understated. Understanding how faculty engagement affects international student success is essential for institutions committed to fostering inclusive excellence and promoting global citizenship (Al Hamad et al., 2024; Eden et al., 2024; Ayeni et al., 2024). This review seeks to address this gap in the literature by synthesizing existing research on faculty engagement and international student success. By examining best practices for faculty involvement in and outside the classroom, the review aims to provide insights into effective strategies for supporting the diverse needs of international students (Eden et al., 2024; Chisom et al., 2024; Al Hamad et al., 2024). Furthermore, it contributes to the broader discourse on internationalizing higher education by highlighting the crucial role of faculty in creating inclusive learning environments and fostering cross-cultural understanding (Sidelinger, and Booth-Butterfield, 2010; O'Meara, et al., 2011).

The research objectives of this review are twofold: first, to examine the impact of faculty engagement on international student success, and second, to identify effective strategies for

supporting diverse student populations. The structure of the review will involve an exploration of faculty engagement both inside and outside the classroom, followed by an analysis of best practices and their implications for internationalizing higher education. Through this comprehensive approach, the review aims to offer valuable insights and recommendations for educators, administrators, and policymakers striving to enhance the educational experiences and outcomes of international students.

### **Research Gap**

While there exists a substantial body of literature on various aspects of international student success and higher education, there remains a notable research gap regarding the specific impact of faculty engagement on the success of international students (Korobova, 2012; Lee, et al., 2019). While studies have explored factors such as cultural adjustment, language proficiency, and institutional support, the role of faculty in supporting the academic (Murray, and Hicks, 2016; Burke, 2022), social, and cultural integration of international students has received comparatively less attention.

Understanding the dynamics of faculty engagement and its influence on international student success is crucial for several reasons. Firstly, international students often face unique challenges related to language barriers, cultural differences, and academic expectations (Özturgut, and Murphy, 2009; Wu, et al., 2015; Usman, et al., 2024). Faculty members, as frontline educators, play a central role in addressing these challenges and creating inclusive learning environments conducive to the success of international students. However, the specific strategies and practices employed by faculty to support international students have not been comprehensively explored in the literature. Moreover, while there is recognition of the importance of faculty involvement in promoting student success, there is a lack of consensus on the most effective approaches for supporting diverse student populations (Eden et al., 2024; Ayeni et al., 2024; Chisom et al., 2024). While some studies have highlighted the significance of inclusive pedagogical practices and culturally responsive teaching methods, there remains a need for empirical research to evaluate the impact of these practices on international student outcomes (Eden et al., 2024; Al Hamad et al., 2024; Chisom et al., 2023). Furthermore, the existing literature often focuses on either faculty involvement inside the classroom or extracurricular activities, overlooking the interconnected nature of faculty-student interactions across various domains. Understanding how faculty engagement both inside and outside the classroom contributes to the holistic development and success of international students is essential for informing institutional policies and practices aimed at promoting inclusive excellence (Ebirim, et al., 2024; Ajayi-Nifise, et al., 2004; Khanal, and Gaulee, 2019).

Therefore, this review seeks to address these gaps in the literature by synthesizing research on faculty engagement and international student success. By examining effective strategies for supporting diverse student populations and highlighting best practices for faculty involvement, this review aims to contribute to a deeper understanding of the role of faculty in internationalizing higher education and promoting the success of all students, regardless of their background or nationality.

## **Understanding Faculty Engagement**

Faculty engagement encompasses the active involvement of educators in various aspects of academic and student life within higher education institutions (Quaye, ed., 2009; Moore, and Ward, 2010). It goes beyond traditional teaching responsibilities to include interactions with students both inside and outside the classroom, participation in curriculum development, engagement in research activities, and contributions to institutional governance and community service (Al Hamad et al., 2024; Chisom et al., 2023). This multifaceted concept of faculty engagement is essential for fostering student success, promoting a culture of academic excellence, and advancing institutional goals (Braxton, 2006; Tschannen-Moran, and Gareis, 2015).

Faculty-student interactions lie at the heart of higher education, serving as a cornerstone for student success and academic achievement (Hunter, 2018; Richardson, 2019; Rizkallah, and Seitz, 2017). These interactions occur in diverse contexts, including classroom instruction, advising sessions, research collaborations, and extracurricular activities. Research consistently demonstrates the positive impact of faculty-student interactions on student learning outcomes, retention rates, and overall satisfaction with the educational experience. When faculty members actively engage with students, they provide valuable mentorship, guidance, and support, which are critical for navigating the complexities of higher education and achieving academic success (Chisom et al., 2023). The study of faculty engagement is guided by various theoretical frameworks that seek to understand the nature, dynamics, and outcomes of faculty-student interactions. One such framework is the student engagement theory, which posits that student success is influenced by the level of engagement they experience with their learning environment, peers, and faculty members. According to this theory, faculty engagement plays a central role in promoting student engagement, which, in turn, leads to positive academic and developmental outcomes (Kahu, and Nelson, 2018; Barkley, and Major, 2020).

Another theoretical lens through which faculty engagement is examined is the social integration theory, which emphasizes the importance of social connections and belongingness for student success (Adeniyi et al., 2024). Faculty members serve as important social agents within the academic community, facilitating the integration of students into the campus culture, fostering a sense of belonging, and providing social support networks. By engaging with students in meaningful ways, faculty contribute to their social and emotional well-being, thereby enhancing their overall academic experience and success. Additionally, the concept of faculty engagement is informed by organizational theories, such as the resource dependency theory and the institutional theory, which explore the role of faculty within the broader institutional context. According to these theories, faculty members are key stakeholders in higher education institutions, influencing organizational practices, policies, and decision-making processes (Asiyai, 2015; Soomro, and Ahmad, 2013). Faculty engagement is thus seen as integral to the functioning and effectiveness of academic institutions, as it shapes institutional culture, values, and goals. Furthermore, the scholarship of teaching and learning (SoTL) provides a framework for understanding faculty engagement in the context of pedagogical innovation and student-centered approaches to teaching. SoTL emphasizes the importance of evidence-based practices, reflective teaching strategies, and continuous professional development for enhancing student learning outcomes and promoting faculty engagement. Through SoTL research, faculty members engage in scholarly inquiry into

their teaching practices, share best practices with colleagues, and contribute to the advancement of teaching excellence within their disciplines (Fanghanel, et al., 2016; Lee, 2023; Baker, et al., 2017).

Overall, understanding faculty engagement requires a multifaceted approach that considers the diverse roles, responsibilities, and interactions of faculty members within higher education institutions (Adeniyi et al., 2024). By examining the dimensions of faculty engagement, the importance of faculty-student interactions for student success, and the theoretical frameworks guiding the study of faculty engagement, scholars and practitioners can gain deeper insights into the complex dynamics of academic life and foster a culture of engagement and excellence within higher education (Chisom et al., 2023; Adeniyi et al., 2024).

### **Factors Influencing International Student Success**

International student success within higher education is influenced by a multitude of factors that extend beyond academic performance. To thrive in a foreign educational environment, international students require comprehensive support mechanisms that address their academic, social, cultural, psychological, and emotional needs (Smith, and Khawaja, 2011; Misra, et al., 2003). Understanding these factors is essential for institutions to develop effective strategies for supporting the success and well-being of international students.

Academic support mechanisms play a crucial role in facilitating the academic success of international students (Nachatar Singh, 2018; Kahu, and Nelson, 2018). Many international students face challenges related to language proficiency, unfamiliar academic expectations, and differences in educational systems. To address these challenges, institutions often provide a range of academic support services, including English language proficiency programs, tutoring services, academic advising, and peer mentoring programs. These services help international students develop essential academic skills, navigate coursework requirements, and integrate into the academic community.

Social and cultural integration initiatives are equally important for international student success. Moving to a new country can be a daunting experience, and international students often struggle to adapt to unfamiliar social norms, cultural practices, and social networks. To foster social integration, institutions organize orientation programs, cultural events, and social activities that bring together domestic and international students. These initiatives create opportunities for cross-cultural interaction, friendship building, and community engagement, helping international students feel connected to their new environment and reducing feelings of isolation and loneliness. Psychological and emotional support services are essential for addressing the unique mental health challenges faced by international students. Moving away from home, adjusting to a new cultural context, and managing academic pressures can take a toll on international students' mental well-being. Institutions provide counseling services, mental health workshops, and support groups to help international students cope with stress, anxiety, depression, and other mental health issues. Culturally sensitive counseling services are particularly important for addressing the specific needs and cultural perspectives of international students, ensuring they receive appropriate support and guidance during their academic journey (Rienties, et al., 2012; Wang, 2012; Campbell, and Prins, 2016).

Institutional policies and resources also play a significant role in supporting international student success. Institutions that prioritize diversity, equity, and inclusion are more likely to create supportive environments that promote the success of international students. This may include policies related to admissions, financial aid, housing, healthcare, and student support services that are tailored to meet the needs of international students. Additionally, institutions invest in resources such as international student offices, multicultural centers, and cross-cultural training programs for faculty and staff to better serve international students and promote intercultural understanding and appreciation.

International student success is influenced by a wide range of factors, including academic support mechanisms, social and cultural integration initiatives, psychological and emotional support services, and institutional policies and resources. By addressing these factors comprehensively, institutions can create inclusive and supportive environments that facilitate the academic, social, and personal development of international students. Investing in the success of international students not only benefits individual students but also contributes to the cultural enrichment and diversity of the entire campus community. Therefore, it is imperative for institutions to prioritize the needs of international students and implement evidence-based strategies to ensure their success and well-being within higher education.

### **Faculty Engagement Inside the Classroom**

Inside the classroom, faculty engagement plays a crucial role in shaping the learning experiences and outcomes of students, particularly for international students who bring diverse backgrounds, perspectives, and learning styles (Pascarella, et al., 2004; Zhao, et al., 2005). Effective faculty engagement involves the deliberate use of teaching methodologies, pedagogical approaches, interaction patterns, and assessment strategies that promote student engagement, inclusion, and academic success.

Teaching methodologies that are conducive to international student learning encompass a variety of approaches aimed at maximizing student understanding, participation, and retention of course content. Instructors often employ active learning strategies, such as group discussions, problem-solving activities, case studies, and hands-on experiments, to encourage students to actively engage with course material and apply concepts in real-world contexts. These interactive and experiential learning experiences are particularly beneficial for international students, as they provide opportunities for active participation, peer interaction, and language practice, thereby enhancing comprehension and retention of subject matter (Coorey, 2016; Olatoye, et al., 2024).

Inclusive pedagogical approaches are essential for creating equitable learning environments that address the diverse needs and backgrounds of students. Instructors adopt inclusive teaching practices that recognize and value the contributions of all students, regardless of their cultural, linguistic, or socio-economic backgrounds. This may involve incorporating diverse perspectives and voices into course content, using culturally relevant examples and materials, and providing multiple pathways for students to demonstrate their understanding. By embracing diversity and promoting inclusivity, faculty members foster a sense of belonging and respect among students, leading to increased engagement and academic success for all learners.

Faculty-student interaction patterns in culturally diverse classrooms are characterized by open communication, mutual respect, and understanding. Instructors actively seek to create

opportunities for meaningful interactions with students, both inside and outside the classroom, to establish rapport, build trust, and address individual learning needs. Faculty members engage in dialogue with international students to understand their perspectives, experiences, and challenges, and provide personalized support and guidance to help them succeed academically. By fostering positive relationships with students, faculty members create supportive learning environments where students feel valued, empowered, and motivated to excel (Cole, and Griffin, 2013; Glass, et al., 2015; Awonuga, et al., 2024).

Assessment strategies for diverse student achievement focus on measuring student learning outcomes in fair, transparent, and culturally sensitive ways. Instructors use a variety of assessment methods, such as exams, essays, presentations, projects, and portfolios, to evaluate students' mastery of course content and skills. To accommodate diverse learning styles and preferences, faculty members provide alternative assessment options and accommodations for international students, such as extended time on exams, language support resources, and flexible deadlines. Additionally, instructors provide constructive feedback and guidance to help students improve their academic performance and achieve their learning goals. By aligning assessments with learning objectives and considering the diverse needs of students, faculty members promote equity, fairness, and academic success for all learners (Altmiller, et al., 2018; Brookhart, 2017; Mhlongo, et al., 2024).

In summary, faculty engagement inside the classroom is critical for creating inclusive and supportive learning environments that promote the success of international students and diverse student populations. By employing teaching methodologies conducive to international student learning, adopting inclusive pedagogical approaches, fostering positive faculty-student interactions, and implementing assessment strategies for diverse student achievement, faculty members play a central role in enhancing student engagement, retention, and academic success. Through their commitment to excellence in teaching and learning, faculty members contribute to the development of globally competent graduates who are prepared to thrive in an interconnected and diverse world.

### **Faculty Engagement Outside the Classroom**

Faculty engagement outside the classroom encompasses a wide range of activities and initiatives that contribute to the holistic development and success of students beyond their academic pursuits. Through involvement in co-curricular activities, mentorship programs, cultural events, internationalization initiatives, collaborative research, and experiential learning opportunities, faculty members play a pivotal role in creating a vibrant and supportive campus community that fosters student growth, engagement, and well-being.

Faculty involvement in co-curricular activities and student organizations provides students with opportunities to explore their interests, develop leadership skills, and build social networks outside the classroom. Faculty advisors serve as mentors and guides for student groups, offering support, advice, and encouragement as students plan and execute various events, projects, and initiatives. By actively participating in co-curricular activities, faculty members demonstrate their commitment to student success and engagement, while also fostering a sense of belonging and community among students (Ab Ghani, et al., 2020; Mancha, and Ahmad, 2016).

Mentorship programs and faculty-student relationships are instrumental in providing students with personalized guidance, support, and encouragement throughout their academic journey. Faculty mentors serve as role models and advocates for students, offering academic advice, career guidance, and personal support as students navigate their educational and professional goals. Through regular meetings, mentorship sessions, and informal interactions, faculty members develop meaningful relationships with students, fostering trust, mutual respect, and a sense of belonging that contribute to student retention, satisfaction, and success (Santos, and Reigadas, 2004; Odeyemi, et al., 2024).

Faculty participation in cultural events and internationalization initiatives enriches the campus community by promoting cross-cultural understanding, appreciation, and exchange. By organizing and attending cultural events, such as festivals, performances, and exhibitions, faculty members celebrate diversity and create opportunities for intercultural dialogue and collaboration. Additionally, faculty engage in internationalization initiatives, such as study abroad programs, international student exchange programs, and global partnerships, to promote global citizenship and prepare students for success in an increasingly interconnected world. Collaborative research and experiential learning opportunities provide students with hands-on learning experiences and real-world applications of their academic knowledge and skills. Faculty members mentor students in research projects, internships, and fieldwork, guiding them through the research process, providing feedback and support, and helping them develop critical thinking, problem-solving, and communication skills. Through collaborative research and experiential learning opportunities, students gain valuable insights, experiences, and connections that prepare them for future academic and professional endeavors.

In summary, faculty engagement outside the classroom is essential for creating a supportive and enriching campus environment that promotes student growth, engagement, and success (LaNasa, et al., 2007; Falaiye, et al., 2024). Through involvement in co-curricular activities, mentorship programs, cultural events, internationalization initiatives, collaborative research, and experiential learning opportunities, faculty members demonstrate their commitment to student development and well-being, while also contributing to the diversity, vibrancy, and global perspective of the campus community. By actively engaging with students outside the classroom, faculty members play a vital role in shaping the overall student experience and fostering a sense of belonging, connection, and community that enhances student retention, satisfaction, and success.

### **Best Practices for Faculty Involvement**

Faculty involvement is essential for promoting student success and creating inclusive learning environments within higher education institutions. To effectively support diverse student populations and foster a culture of inclusivity, faculty members must engage in ongoing professional development, training, and collaboration. Best practices for faculty involvement encompass a range of strategies aimed at enhancing intercultural competence, promoting inclusive teaching practices, fostering institutional support, and showcasing successful engagement initiatives (Devlin-Scherer, and Sardone, 2013).

Professional development opportunities for faculty in intercultural competence are critical for preparing educators to effectively engage with diverse student populations. Intercultural competence training programs provide faculty members with the knowledge, skills, and strategies



needed to navigate cross-cultural interactions, understand cultural differences, and promote inclusivity in their teaching and interactions with students. Through workshops, seminars, and immersive experiences, faculty members learn to recognize their own cultural biases, communicate effectively across cultures, and create inclusive learning environments that celebrate diversity and promote equity (Bennett, 1995; Lee, et al., 2012).

Training programs on inclusive teaching and diversity awareness help faculty members develop the pedagogical knowledge and skills needed to create inclusive and equitable learning environments. These programs introduce faculty to evidence-based teaching practices that promote student engagement, participation, and success among diverse student populations. Faculty learn to incorporate diverse perspectives, experiences, and voices into their teaching, design accessible and inclusive course materials, and create learning activities that accommodate diverse learning styles and preferences. By fostering a culture of inclusion and equity in the classroom, faculty members create learning environments where all students feel valued, respected, and supported in their academic endeavors (Brussino, 2021; Landsman, and Lewis, eds., 2023).

Strategies for fostering faculty buy-in and institutional support are essential for ensuring the success and sustainability of faculty involvement initiatives. Institutions can promote faculty buy-in by communicating the importance of diversity, equity, and inclusion in higher education, highlighting the benefits of faculty involvement for student success and institutional excellence, and providing incentives and recognition for faculty who engage in meaningful ways. Additionally, institutions can offer resources, support services, and professional development opportunities to help faculty members overcome barriers to engagement and implement inclusive practices effectively (Furco, and Moely, 2012; Ibeh, et al., 2024).

Case studies of successful faculty engagement initiatives showcase innovative approaches and best practices for promoting student success and fostering a culture of inclusivity within higher education institutions. These case studies highlight faculty-led initiatives that have had a positive impact on student learning outcomes, retention rates, and overall satisfaction with the educational experience. By sharing stories of success and highlighting effective strategies, institutions can inspire faculty members to take proactive steps to engage with diverse student populations and create inclusive learning environments that promote student success and well-being.

In summary, best practices for faculty involvement encompass a range of strategies aimed at enhancing intercultural competence, promoting inclusive teaching practices, fostering institutional support, and showcasing successful engagement initiatives. By investing in professional development, training, and collaboration opportunities for faculty members, institutions can empower educators to effectively support diverse student populations and create inclusive learning environments that promote student success and well-being. Through ongoing efforts to promote faculty involvement and engagement, institutions can cultivate a culture of inclusivity, equity, and excellence that benefits all members of the campus community.

### **Assessing the Impact of Faculty Engagement**

Faculty engagement plays a critical role in shaping the academic experiences and outcomes of students within higher education institutions. Evaluating the impact of faculty engagement is essential for understanding its effectiveness in promoting student success, fostering a positive learning environment, and contributing to institutional goals. Assessment methods encompass a

variety of approaches, including surveys, interviews, focus groups, quantitative analysis, and qualitative assessment, which provide valuable insights into the relationship between faculty engagement and student outcomes (Han, and Finkelstein, 2013; Adefemi, et al., 2024).

Methods for evaluating faculty engagement and student outcomes involve assessing the extent to which faculty members are actively involved in supporting student learning, engagement, and success. This may include tracking faculty participation in teaching activities, mentoring programs, research collaborations, and community engagement initiatives. Additionally, assessment methods may measure student perceptions of faculty accessibility, approachability, and effectiveness in supporting their academic and personal development. By examining the nature and extent of faculty involvement, institutions can identify areas of strength and opportunities for improvement in promoting student success (Emil, and Cress, 2014.).

Surveys, interviews, and focus groups with faculty and students are commonly used methods for gathering data on faculty engagement and its impact on student outcomes. Surveys administered to faculty and students can assess perceptions of faculty involvement, effectiveness of teaching practices, and satisfaction with the learning environment. Interviews and focus groups provide opportunities for in-depth exploration of faculty-student interactions, experiences, and perspectives, allowing researchers to gain deeper insights into the dynamics of faculty engagement and its influence on student learning and success.

Quantitative analysis of academic performance and retention rates is another approach to assessing the impact of faculty engagement on student outcomes. By analyzing student grades, course completion rates, and graduation rates, researchers can identify correlations between faculty engagement and academic success. Quantitative analysis may also involve comparing the academic performance of students who have had high levels of faculty engagement with those who have had limited or no faculty engagement, controlling for relevant variables such as student demographics and prior academic achievement. Qualitative assessment of student satisfaction and sense of belonging provides valuable insights into the subjective experiences and perceptions of students regarding faculty engagement. Qualitative methods such as open-ended surveys, focus groups, and interviews allow researchers to explore students' feelings of connectedness, support, and engagement with faculty members and the academic community. Additionally, qualitative assessment can uncover factors that contribute to student satisfaction and sense of belonging, including the quality of faculty-student interactions, the availability of support services, and the inclusivity of the learning environment (Ayorinde, et al., 2024; Livingston, 2011).

In summary, assessing the impact of faculty engagement on student outcomes involves a combination of methods, including surveys, interviews, focus groups, quantitative analysis, and qualitative assessment. By gathering data on faculty involvement and its influence on student learning, engagement, and success, institutions can identify effective practices, address areas of concern, and make informed decisions to enhance the overall student experience. Through ongoing assessment and evaluation, institutions can ensure that faculty engagement initiatives are aligned with institutional goals and priorities, leading to improved student outcomes and institutional effectiveness.

## **Institutional Policies and Support Structures**

Institutions of higher education play a vital role in fostering faculty engagement, promoting student success, and creating a supportive environment for international students and faculty. Institutional policies and support structures are essential for establishing a framework that prioritizes faculty development, internationalization efforts, and the well-being of all members of the campus community. The role of institutional leadership, allocation of resources, and policy recommendations are key components of institutional policies and support structures aimed at enhancing faculty engagement and supporting international students and faculty (Usman, et al., 2024; Khanal, and Gaulee, 2019).

Institutional leadership plays a crucial role in promoting faculty engagement by setting the tone, vision, and priorities for the institution. Effective leaders articulate a clear vision for faculty involvement in student success initiatives, research endeavors, and community engagement activities. They provide strategic direction, support, and resources to faculty members to enable them to effectively fulfill their roles and responsibilities. Additionally, institutional leaders create a culture of collaboration, innovation, and continuous improvement that encourages faculty members to actively engage in professional development, scholarly activities, and service to the institution and community. Allocation of resources for faculty development and internationalization efforts is essential for supporting faculty engagement and enhancing the global competitiveness of higher education institutions. Institutions invest in faculty development programs, workshops, seminars, and conferences to promote teaching excellence, research productivity, and leadership skills among faculty members. These resources provide faculty members with opportunities to enhance their pedagogical knowledge, expand their research expertise, and develop intercultural competencies that are essential for effectively engaging with diverse student populations and collaborating with colleagues from around the world (Watson, 2022; Jones, 2013).

Furthermore, institutions allocate resources to support internationalization efforts, including the recruitment and retention of international students and faculty, the development of international partnerships and exchange programs, and the provision of support services for international members of the campus community. These resources enable institutions to create a welcoming and inclusive environment that fosters cross-cultural understanding, promotes global citizenship, and prepares students and faculty for success in an interconnected world.

Policy recommendations for creating a supportive environment for international students and faculty are essential for ensuring that institutions effectively address the needs and concerns of their diverse student and faculty populations. Policies related to admissions, financial aid, immigration, housing, healthcare, and support services are designed to facilitate the recruitment, retention, and success of international students and faculty. Additionally, institutions develop policies and guidelines for promoting diversity, equity, and inclusion in all aspects of campus life, including curriculum development, faculty hiring and promotion, and student support services (Arnesen, and Allan, 2009).

In conclusion, institutional policies and support structures are critical for promoting faculty engagement, supporting international students and faculty, and fostering a culture of inclusivity, excellence, and innovation within higher education institutions. By prioritizing faculty

development, internationalization efforts, and the well-being of all members of the campus community, institutions can create a supportive environment that promotes student success, advances research and scholarship, and prepares students and faculty for success in a globalized world. Through strategic leadership, effective resource allocation, and proactive policy development, institutions can strengthen their capacity to fulfill their mission of educating and empowering the next generation of leaders, scholars, and global citizens.

### **Challenges and Future Directions**

As higher education institutions strive to promote faculty engagement with international students and enhance the overall student experience, they face a myriad of challenges and opportunities. Addressing these challenges and exploring future directions are essential for advancing faculty engagement practices and fostering a more inclusive and globally connected learning environment (Jaeger, and Thompson, 2003).

Barriers to effective faculty engagement with international students present significant challenges that institutions must overcome. Faculty members may lack awareness or understanding of the unique needs and experiences of international students, leading to a disconnect in communication and support. Additionally, language barriers, cultural differences, and unfamiliarity with diverse teaching methods can hinder effective engagement between faculty and international students. Addressing these barriers requires proactive efforts to promote cultural competence, provide training and support for faculty members, and create opportunities for cross-cultural collaboration and exchange (Musamih, et al., 2022).

Addressing issues of cultural competency and communication gaps is essential for promoting meaningful engagement between faculty and international students. Institutions must provide faculty members with the knowledge, skills, and resources needed to effectively navigate cross-cultural interactions and communicate with diverse student populations. This may involve offering training programs, workshops, and resources on cultural competence, diversity awareness, and inclusive teaching practices. Additionally, institutions can create opportunities for faculty members to engage in experiential learning, international travel, and cross-cultural collaborations to deepen their understanding of diverse perspectives and enhance their ability to support international students. Emerging trends and innovations in faculty engagement practices offer promising opportunities for enhancing the student experience and promoting academic success. Faculty members are increasingly leveraging technology and digital tools to create interactive and engaging learning experiences for students, both in-person and online. Virtual classrooms, interactive multimedia resources, and collaborative learning platforms enable faculty to engage with students in new and innovative ways, regardless of geographic location or time zone. Additionally, interdisciplinary collaborations, experiential learning opportunities, and community-based research projects provide valuable opportunities for faculty to engage with international students and address real-world challenges in innovative and impactful ways.

Areas for further research and collaboration in international education offer exciting possibilities for advancing our understanding of faculty engagement and promoting student success in a global context. Research on effective strategies for supporting international students, promoting intercultural competence, and fostering faculty engagement can provide valuable insights and inform evidence-based practices. Additionally, collaboration between institutions, faculty

members, and stakeholders from diverse backgrounds and disciplines can facilitate the exchange of ideas, best practices, and resources, leading to greater innovation and impact in international education (Cosgrove, and Loucks, 2015; Sheerin, et al., 2017).

Addressing the challenges and opportunities associated with faculty engagement with international students requires a multifaceted approach that prioritizes cultural competence, communication skills, and collaboration. By overcoming barriers to effective engagement, promoting cultural awareness, embracing emerging trends and innovations, and fostering research and collaboration in international education, institutions can create a more inclusive and globally connected learning environment that promotes student success and prepares students for success in an increasingly interconnected and diverse world. Through proactive efforts and strategic investments in faculty engagement, institutions can create meaningful and transformative learning experiences that empower students to thrive in a globalized society.

### **RECOMMENDATION AND CONCLUSION**

In summary, this review has explored the critical role of faculty engagement in supporting international student success within higher education institutions. Through an examination of key findings and implications for practice, a call to action for enhancing faculty engagement, reflections on the broader significance of the review for internationalizing higher education institutions, and closing remarks on the importance of ongoing collaboration and dialogue, it is evident that faculty engagement is essential for creating inclusive, supportive, and globally connected learning environments.

Key findings from this review highlight the importance of faculty involvement in promoting the academic, social, and cultural integration of international students. Effective faculty engagement practices include adopting inclusive pedagogical approaches, fostering positive faculty-student interactions, providing mentorship and support services, and participating in internationalization initiatives. These findings underscore the need for institutions to prioritize faculty development, create supportive policies and resources, and foster a culture of inclusivity and collaboration to enhance faculty engagement and support the success of international students.

Implications for practice suggest that institutions should invest in faculty development programs, training, and support services to enhance faculty members' intercultural competence, teaching effectiveness, and ability to support diverse student populations. Additionally, institutions should promote collaboration and interdisciplinary approaches to teaching and research, create opportunities for faculty-student engagement outside the classroom, and foster a welcoming and inclusive campus environment that celebrates diversity and promotes equity and access for all students.

A call to action is issued for institutions, faculty members, administrators, and policymakers to prioritize faculty engagement as a strategic priority for promoting student success and institutional excellence. This includes investing in faculty development, providing resources and support for internationalization efforts, and creating opportunities for collaboration and exchange among faculty members, students, and stakeholders from diverse backgrounds and disciplines.

Reflections on the broader significance of the review underscore the transformative potential of faculty engagement in internationalizing higher education institutions and preparing students for success in an increasingly interconnected and diverse world. By fostering a culture of engagement,

inclusion, and collaboration, institutions can create learning environments that promote global citizenship, intercultural understanding, and social responsibility among students and faculty members.

In closing, ongoing collaboration and dialogue are essential for promoting global citizenship and intercultural understanding within higher education institutions. By working together to enhance faculty engagement, support international student success, and advance the mission of internationalizing higher education, institutions can create opportunities for learning, growth, and innovation that benefit all members of the campus community and contribute to a more just, equitable, and interconnected world.

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