



## ACE Internationalization Laboratory

### UWRF Briefing

*Prepared for*

ACE's UWRF Reviewing Team

Barbara Hill, American Council of Education

Marley Barduhn, SUNY College at Cortland

Mark Schaub, Grand Valley State University

*Prepared by*

The UWRF Internationalization Laboratory Steering Group

February 26, 2013

**UNIVERSITY OF  
WISCONSIN**

**River Falls**

GLOBAL. INNOVATIVE. EXCELLENT.

## *Contents*

Overview by “Mapping Internationalization” Categories .....	3
Articulated Institutional Commitment: Mission Statements, Strategic Plans, and Formal Assessment Mechanisms .....	4
Administrative Structure and Staffing .....	10
Curriculum, Co-Curriculum, and Learning Outcomes .....	12
Faculty Policies and Practices .....	22
Student Mobility: Study Abroad and International Student Recruitment.....	26
Collaboration and Partnerships .....	31
UWRF ILab Steering Group’s Review Team Briefing.....	35
The Subcommittee Process.....	35
Subcommittee Charge, Summary of Report, and Steering Group Thoughts.....	37
Acknowledgements.....	53
Appendices.....	55

## *Overview by “Mapping Internationalization” Categories*

This overview of the internationalization efforts at the University of Wisconsin-River Falls (UWRF) is categorized by the questions asked in ACE’s 2012 survey document “Mapping Internationalization on U.S. Campuses.” If one examines the six interconnected target areas related to a campus’ comprehensive internationalization (Articulated Institutional Commitment; Administrative Structure and Staffing; Curriculum, Co-Curriculum, and Learning Outcomes; Faculty Policies and Practices; Student Mobility; Collaboration and Partnerships), UWRF has done and is doing well though the goal remains to improve all areas.

## *Articulated Institutional Commitment: Mission Statements, Strategic Plans, and Formal Assessment Mechanisms*

UWRF is an intentionally internationalized campus. Internationalization is supported by higher administration, and internationalization is woven into the threads of our campus identity. We're committed to carrying out these efforts. The following pillars of our university – our guiding forces – demonstrate UWRF's commitment to creating an internationalized campus.

### *UWRF Focused Mission Statement*

"Our mission is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective."

### *Vision*

"The University of Wisconsin-River Falls will distinguish itself as the St. Croix Valley's public, comprehensive university that:

- Supports an inclusive campus community of highly-engaged learners and scholars.
- Develops distinctive, innovative, educational opportunities including regional and global partnerships that lead to student success, sustainable communities, and differentiation of the university within the state and nation.
- Fosters a challenging, supportive, student-centered environment that is characterized by academic excellence, inspiring and preparing students to serve as ethical, informed citizens and leaders in an increasingly complex, diverse, and global environment."

### *Core Values*

- **STUDENT CENTERED.** We commit ourselves to an unwavering focus on learning, holistic development, and success.
- **ACADEMIC EXCELLENCE.** We help students attain their full potential as critical thinkers, effective communicators, leaders, and committed life-long learners by providing engaged and integrated learning educational experiences.
- **INCLUSIVENESS.** We commit to a community of mutual respect, professional behavior, academic freedom and appreciation of individual differences and rich cultural diversity.

- **INNOVATION.** We encourage innovation, sustainability, and creativity, often in partnership with others, to inspire people, catalyze new ideas, and support economic and community development.
- **GLOBAL ENGAGEMENT.** We engage with ideas, people, cultures, and places beyond our campus to enrich learning and understanding.
- **INTEGRITY.** We earn trust through honesty, accountability, and ethical behavior.

### *Strategic Plan*

UWRF's most recent strategic plan was unveiled in 2012 and will guide the campus for the next five years. *Pathway to Distinction: 2012-2017* maps our institution's direction, priorities, and goals. The strategic plan outlines three specific goals for the university:

1. **Distinctive Academic Excellence:** UW-River Falls will strategically enhance and build distinctive academic programs that support a community of diverse, talented, and highly-engaged learners and scholars. The university's highest aspiration will be to foster an inclusive, challenging, learner-centered environment that supports academic excellence. The university aspires to further differentiate itself in the state and region through its academic programs, and be among the national leaders in undergraduate and collaborative research, scholarship, and creative activity.

This goal connects to our second goal of Global Education and Engagement at times. UWRF particularly emphasizes undergraduate research in achieving Academic Excellence. One of the UWRF Internationalization Laboratory's Subcommittees explored ways that undergraduate research could be enhanced by being conducted internationally. Members of the biology department, for example, carry out research with students in Taiwan and in Sweden. Suggestions for enhancing this sort of synergy of goals are fully reported in the subcommittee appendix of this document.

2. **Global Education and Engagement:** Global learning and comprehensive internationalization will serve as a distinctive feature of UW-River Falls. The university aspires to distinguish itself as being among the national leaders in internationalization among public comprehensive, master's level institutions.

3. **Innovation and Partnerships:** UW-River Falls will incentivize and support innovation, often in collaboration with others, to support student learning, enhance the distinctiveness and stature of the university, and catalyze economic and sustainable community development. Our partnerships will reinforce the value of the university to the state and region.

One of our partnerships that also enhances our second goal of Global Engagement is our work with the historical African American Virginia State University, whose students bring a diversity of perspectives as they engage in UWRF's opportunities for education abroad. Our new Day M.B.A. degree is another example as it will probably draw largely from international students.

### ***Formal Assessment***

An intense concentration on making each goal within the current strategic plan measurable will contribute to the assessment of our strategic goals. Numerous and varied metrics are being used to ensure the strategic goals are met.

For example, a portion of the Global Education and Engagement goal can be measured by assessing two student outcomes expected for the curricular general education "Global Perspectives" requirement: "Students will describe and analyze global or international issues" and "Students will compare and contrast various aspects of an international culture to their own."

Course proposers wishing to add the "Global Perspectives" designator to their course are asked (1) how the outcome will be met, (2) what assessment procedure(s) will be used, and (3) what data will be provided to the supervisory committee (the General Education and University Requirement Committee—GEURC) to demonstrate the extent to which students in the course are meeting the outcomes.

### ***Internationalizing Initiatives***

Part of the UWRF five-year Strategic Plan, *Pathway to Distinction*, called for proposals from individuals/units/departments for campus initiatives that are to be implemented as ways to work toward the campus' strategic goals. From the first round of proposals, to be worked on in 2012-2013 academic year, thirteen initiatives were selected. Funding has yet to be allocated for these initiatives due to on-going budget conversations in the state of Wisconsin, but the campus intends to explore and support these thirteen initiatives as much as possible. The second round of initiative proposals,

initiatives planned for the 2013-2014 academic year, is currently underway with submitted proposals under review.

From all of the submitted initiative proposals, several focus specifically on internationalizing efforts. The approved initiatives for the 2012-2013 year that relate to internationalization are as follows:

***UWRF Strategic Plan, Pathway to Distinction, 2012-2013***

- **Global Scholar Certificate:** Enter onto the DAR [Degree Audit Report] of every UWRF student the requirements for the credential of a “Global Scholar Certificate.” Such requirements might include an education abroad course, language competency, course work in international issues and perspectives, and co-curricular activities.
- **Long-Term Education Abroad:** While maintaining the number of students who engage in short-term education abroad, increase the proportion of students who engage in long-term (semester-length) education abroad.
- **UWRF International Traveling Classroom-Central/South America:** Develop a full-semester education abroad program in Central and South America called the UWRF International Traveling Classroom-Central American/South America (ITC-CA/SA).
- **Internationalizing the UWRF Campus:**
  - Build the capacity of our faculty and staff to teach content courses in a language other than English (e.g., Mandarin, Spanish) and attract and support students who are non-native English speakers.
  - Develop and deploy signage, web page content, and print or web publications in languages other than English (e.g. Mandarin, Spanish, Hmong, Korean, Japanese, and Arabic).
  - Develop a university wide “Year of . . .” focus on a nation to highlight course content related to the nation and to organize workshops and seminars, cultural events, and visiting lecturers.
  - Growing out of the Internationalization Laboratory, develop expanded course content that is globally engaged and internationally focused.

For the 2013-2014 academic year, a few of the proposed initiatives currently under review also relate to the ongoing comprehensive internationalization goals of the UWRF campus. A sample of the internationally-related proposed initiatives is as follows:

***UWRF Strategic Plan, Pathway to Distinction, 2013-2014***

- **China Agriculture University:** Building on our existing MOU that encourages student and faculty exchanges, add an Academic Staff position and travel and S&E budget allow for a more rapid degree of progress.
- **ZISU 1+1+2:** Draw 25-30 sophomore Chinese exchange students each year from Zhejiang International Studies University.

***Campus-Wide Internationalization Plan***

Because Global Education and Engagement is a strategic priority, fulfilled by varied and continuous initiatives, the campus-wide internationalization plan is basically our strategic plan with its initiatives.

***Campus-Wide Committee or Task Force That Works Solely on Institution-Wide Internationalization***

A central clearinghouse for campus international efforts is the Faculty Senate International Programs Committee. As the duties indicate, it is also the Advisory Board for the Director of Global Connections and has curricular authority over education abroad courses. The important campus offices dealing international endeavors have representation on the Committee. The UWRF Faculty Senate-approved structure for the International Programs Committee is as follows:

***III - Section P – International Programs Committee***

1. **Membership:** Five faculty members including at least one from each college representing the University community. One representative of the Deans' Council, one student, the Director of the Office of Global Connections, the Director of New Student and Family Programs (or designee) and the Chair of the International Studies Program.
2. **Term of Office:** Non-student members will serve three-year terms with approximately one-third being appointed each year. Student members will serve for one year.



### 3. Duties:

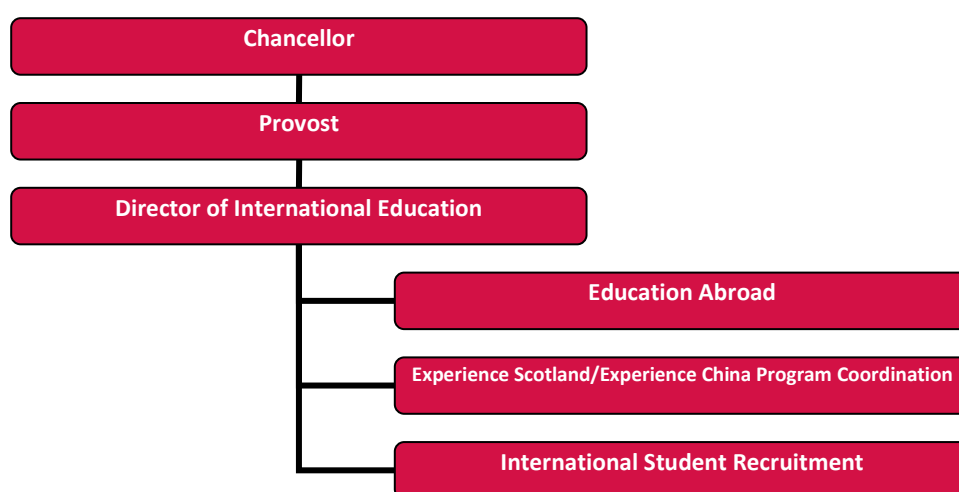
- a. to make recommendations to the Academic Standards Committee regarding standards for International Programs
- b. to establish and maintain standards for faculty leaders and student participants in International Programs
- c. to establish strategies for institutional internationalization
- d. to establish policies and procedures to be implemented by the Office of Global Connections
- e. to act as an advisory body to the Director of Global Connections and, to this end and in order to assist in the timely review of Education Abroad courses, to schedule bi-weekly meetings at the beginning of each semester and appoint a Vice Chair of the committee who, in the absence of the chair, could convene the committee within as expeditious a time as possible. In its advisory capacity, the committee can be convened by the chair, or in the event of the chair's unavailability, the vice chair, at any regularly scheduled meeting or at a special meeting requested by the Director of Global Connections. Also, in order to assist in its advisory capacity, "Global Connections Advisory Issues" shall be a running agenda item, and Director of Global Connection can suggest the chair or vice chair invite any visitor to the committee who may have special knowledge in regard to any particular advisory issue. Such decisions shall be reported to the Faculty Senate in a timely manner.
- f. to review and make recommendations to the Provost regarding study-abroad proposals
- g. to develop an assessment procedure, complete required assessments, and act as coordinator of assessment of all credit-bearing programs requiring international travel

## *Administrative Structure and Staffing*

### *Office Leading Internationalization*

There is currently no central administrative office wholly in charge of campus-wide internationalization efforts; instead, the duties related to comprehensive internationalization are spread across various department/units:

- The Office of Global Connections (headed by the Director of International Education) reports to the Provost and facilitates both the sending of students abroad and the recruitment of international students.



**Figure 1: Global Connections Organizational Chart**

- International Student Services (ISS), a function of the Department of New Student and Family Programs, serves as the primary resource for new and continuing international students attending UWRF. ISS is responsible for SEVIS administration; immigration advising; processing of I-20s and DS-2019s for new international students; arrival, course registration, and orientation for new international students; management of the Host Family Program; and on-going international student support.

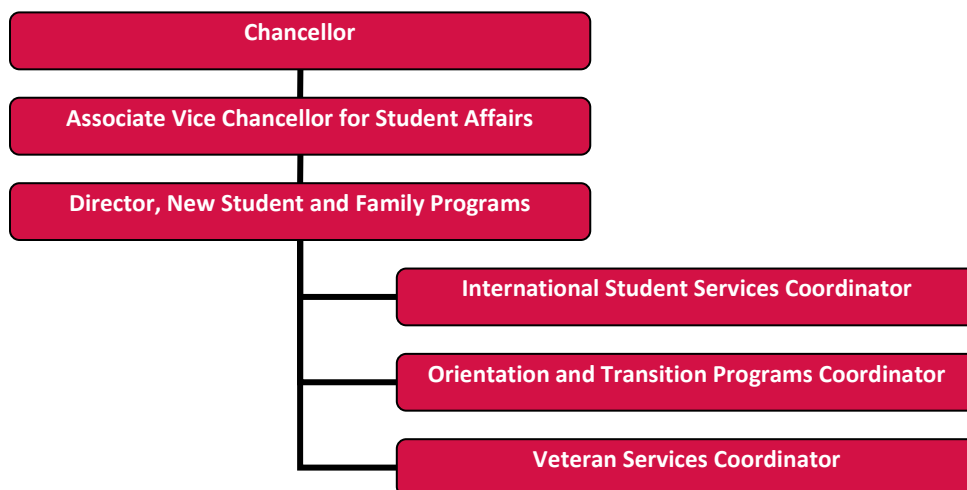


Figure 2: Current International Student Services Organizational Chart

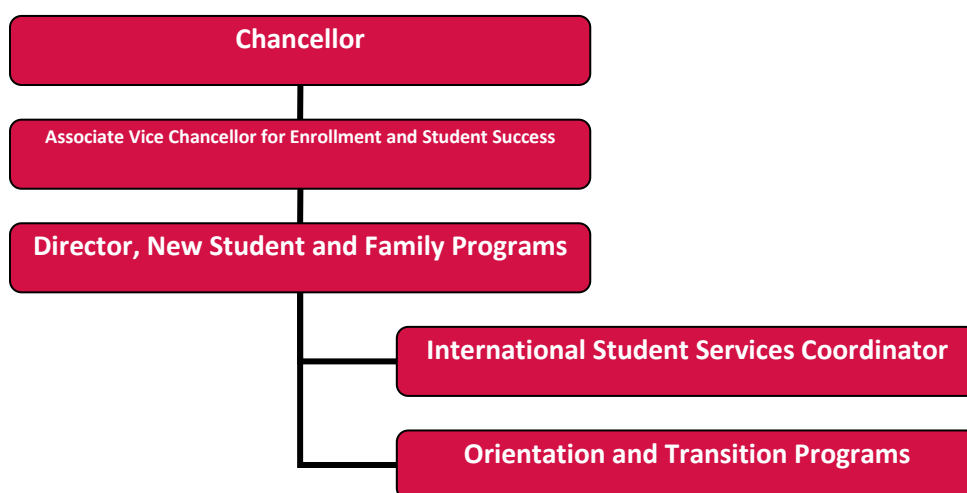


Figure 3: International Student Services Organizational Chart Effective July 1, 2013

- The Associate Provost for Academic Affairs sits on the International Programs Committee as the representative from the Deans' Council.

***Full-Time Professional Staff or Faculty Member Who Oversees or Coordinates Multiple Internationalization Activities or Programs***

Discussion has occurred within the Faculty Senate International Programs Committee on the desirability of a position such as a Vice-Chancellor for International Affairs who would oversee and coordinate all on-campus internationalization efforts. However, the UWS is comparatively lean on administrators, and UWRF is perhaps leaner.

## *Curriculum, Co-Curriculum, and Learning Outcomes*

### *Curriculum*

Efforts are both already in place and in process to internationalize the campus curriculum. For instance, a “Global Perspectives” General Education requirement necessitated for all students seeking a degree from UWRF is in place; a Bachelor of Arts (B.A.) degree program requiring internationally-related requirements exists; several majors have foreign language requirements; a number of international tracks or certificates are established or proposed; and several of our STEM faculty involve students in international undergraduate research. Less clear is where UWRF stands in comparative terms in regard to infusing international perspectives and issues throughout the curriculum, but both university-wide and college initiatives are being undertaken to improve UWRF’s position.

### *Global Perspectives Requirement*

UWRF would seem to be among leaders in establishing a Global Perspectives (GP) course as a stand-alone, three-credit university requirement that has thoroughly discussed student outcomes. Courses that meet the requirement are reviewed on a five-year cycle for complying with the requirements and meeting the desired outcomes by the General Education and University Requirements Committee. This requirement, unlike at some universities, is separate from a related university requirement, similarly met typically by a three-credit course, the American Cultural Diversity requirement. Both requirements are important for similar reasons yet also for compellingly different reasons as well. Diversity refers to United States citizens that have accepted a basic polity, ensconced in the Constitution. Global Citizenship requires a respect for different polities but the adoption of none. The different premises yield entirely different approaches to co-existing within a society.

The Global Perspectives requirement features two international student learning outcomes and the General Education Committee monitors their implementation and assessment.

Not all UWRF courses that feature international issues and perspectives primarily have requested the GP designator; many more courses offered also infuse the curriculum with international flavor, but are not offered as a General Education option because of a variety of reasons. For example, a course may be in sufficient demand within a major (and, therefore, reserved for students within that major and not open to the whole campus community) or may require special skills expected of those who enroll.

An example is ENGL 441, 20<sup>th</sup>-Century International Literature; this course is infused with international issues and perspectives, but is only open to English majors/minor and therefore not a General Education offering. Below are UWRF courses that have requested the GP designator:

AGEC 250 World Food and Population (3)  
 ART 291 Asian Art History (3)  
 BIOL 308 HIV/AIDS: Science and Society (3)  
 CSTA 227 World Puppetry (3)  
 ECON 328 Dom Topics in African, Asian, & Latin American Econ Dev (3)  
 ECON 329 Global Topics in African, Asian, & Latin American Econ Dev (3)  
 ECON 340 Contemporary International Trade (3)  
 ENGL/WGST 214 Women's Literature (3)  
 ENGL 230 International Short Fiction (3)  
 ENGL 232 Contemporary Drama (3)  
 ENGL 234 Modern Novels (3)  
 ENGL/FILM 309 Film and Literature of the New Europe (3)  
 ENGL/FILM 306 Postcolonial Film and Literature (3)  
 ENGL 308 Russian Literature: Society and Culture (3)  
 ENGL/FILM 317 Modern East Asian Literature and Cinema (3)  
 ENGL/FILM/INTS 442 World Cinema (3)  
 EXC 205 - China: Society & Culture (3)  
 FREN/FILM 316 History of French Cinema (3)  
 GEOG 342 Latin America (3)  
 GEOG 344 Asia and Oceania (3)  
 GEOL 350 Geological Destinies of Nations (3)  
 HIST 201 Intro to Asian Civilization (3)  
 HIST 202 Introduction to Latin American Civilizations (3)  
 HIST 203 The Mediterranean: A Survey (3)  
 HIST 209 Introduction to African History (3)  
 HIST 333 Silk, Spices, and Silver (3)  
 HIST 334 Modern China 1800 to Present (3)

HIST 336 Traditional East Asia, Prehistory-1800 (3)  
HIST 382 Culture and Civilization of Italy (3)  
INTS 365 Contemporary Europe (3)  
INTS/POLS 371 The Politics of German-speaking Europe (3)  
INTS/POLS 372 The Politics Scotland (3)  
INTS 377 Semester Abroad (6)  
MNGT 355 International Business (3)  
MODL 376 Mexico: A Cultural Experience (3)  
MUS 300 World Music (3)  
PHIL 245 Eastern Religions and Islam (3)  
POLS 245 Introduction to Comparative Politics (3)  
POLS 260 Introduction to International Relations (3)  
SOCI/ANTH 231 Sociology of Globalization (3)  
SOCI/ANTH 395 Belize Study Tour (3)  
TED 327 Australia: An Integrated Cultural Study (3)  
WGST 320: Gender Issues in Science (3)  
WIS 305 Scotland: Society and Globalization (3)

## ***Bachelor of Arts***

UWRF offers a B.A. degree pattern that emphasizes international course work and language skill:

**General Education: 38 cr. hrs.**

**Major: 34-36 cr. hrs.**

**Language Competency: 14-17 cr. hrs. (see test-out rules)**

**International Component: 6 cr. hrs.**

Select international experience and/or international focus courses.

- International experience courses:
  - INTS 370, 377; HUM 374; ART/ENGL 376; MODL 376, 377
- International focus courses:
  - ART 314, 318; ECON 328, 344; ENGL 441; GEOG 340, 342, 343, 344; HIST 201, 349, 371; HUM 261; INTS 200; MODL^FREN 342, GERM 342, SPAN 342, 346; MUS 300; PHIL 245; POLS 245, 346, 347, 348, 349; and all departments 378.

**College Requirement 12-14 cr. hrs.**

Courses must be outside the department of the major. Courses must be taken from at least three groups but must include Philosophy as one of the groups.

- Philosophy - 200 level or higher;
- History of the arts (art, music, theatre, dance) - 200 level or higher: ART 211, 212, 311, 312, 314, 318; MUS 234, 235; CSTA 337, 338, 339;
- Literature (from English or Modern Language departments) - 300 level or higher;
- History - 200 level or higher;
- Arts and Ideas-Humanities 255, 256;

**Supporting Courses/Electives 8-13 cr. hrs. as needed to achieve 120 cr.**

TOTAL 120 cr. hrs.

Courses feature global trends and issues

A 2012-2013 initiative in the strategic plan calls for an infusion of international issues and perspectives into courses.

### ***Undergraduate Foreign Language Requirement***

There is no foreign language requirement for all degree-seekers at UWRF. However, some students elect the B.A. degree which does require language study or choose a major that requires modern language study.

### ***International Tracks or Certificates***

UWRF currently offers an International Studies Major or Minor and an Asian Studies Minor. A Global Scholar Certificate and Global Engagement Certificate are under development and are presumptive at the point of this brief.

### ***International Undergraduate Research***

UWRF faculty members involve undergraduate students in international research opportunities. For instance, a biotechnology researcher takes students to study at the Karolinska Institute in Stockholm, Sweden to study with a distinguished UWRF alum; another biomedical researcher and students do work on heart failure with zebra fish here and in Taiwan; and a history faculty member received a \$46,000 grant from The Japan Foundation to fund a program involving undergraduate research. One of the Internationalization Laboratory Steering Group (ILab) Subcommittees has looked into ways to increase this undergraduate international research activity, both in the STEM fields and in other academic areas.

### ***Co-Curriculum***

#### ***Global Engagement and Global Scholar Certificates***

The 2012-2013 Strategic Plan Initiative to develop a “Global Scholar Certificate” has evolved to include two global certifications: the Global Engagement Certificate and the Global Scholar Certificate. Both involve varying elements of education abroad participation, foreign language study, and other curricular study, but also require co-curricular involvement:

The co-curricular component is comprised of three levels. Student must choose one option from Level III activities, two from Level II, and eight from Level I. Proposed *examples* of intensity and duration are provided for each level, but are not yet finalized. These experiences will be documented through OrgSync, a campus-utilized organizational software program.



- **Level III:** 3 units. (Sustained, semester-length or intensive short-term experience.)

Choose one; three units each.

- Language Club Leadership
  - Volunteer for x days at the international film festival
  - Be a Global Connections ambassador
  - Serve on an international committee
  - Mentor an international student
  - Engage in an internationally themed internship (separately counted from an experience abroad or from credited course work); the internship can be physically located abroad or domestically
- **Level II:** 4 units. Choose two; two units each. None are repeatable.
  - Attend a multi-day conference
  - Semester length participation in a Language Club
  - Semester membership in an on- or off-campus international/globally themed organization (model U.N., Student AID, International Student Association, etc.)
  - Conduct undergraduate research with an international component
  - Present undergraduate research with an international component
- **Level I:** 8 units. Choose eight (on average, one per semester); one unit each.
  - Attend an international speaker (repeatable 6x)
  - Attend an international film (repeatable 6x)
  - Participate in study abroad day (repeatable 3x)
  - Cook an international meal and invite friends repeatable (2x)
  - Dine at an international restaurant (2x diff. establishments)
  - Visit an ethnic international food store (2x diff. establishments)
  - Present talk on education abroad experience (3x)
  - Publish (not on Internet) on education abroad (2x, different ideas)

### ***Co-Curricular Student Organizations***

UWRF students, both domestic and international, have a variety of student organizations in which they can choose to participate. Several of the organizations are identity- or culturally-based.

### ***Black Student Union***

UWRF's Black Student Union (BSU) is committed to supporting the academic, social, and cultural needs of Black students on campus. The student organization provides educational, political, and cultural programs to enrich the level of understanding about African, Caribbean and African American cultures. They promote an inclusive campus, community involvement, and provide cultural education for all UW-River Falls students. BSU collaborates with other student organizations in order to accomplish this goal. The Black Student Union promotes open and honest discussion on topics of race culture and ethnicity, as well as social interaction with diverse groups to decrease barriers of prejudice and stereotypes.

### ***Asian American Student Association***

UWRF's Asian American Student Association (AASA) is a social and academic community of students who want to gain and/or promote Asian cultures to the community. Internally, AASA hopes to develop relationships, support, and leadership skills that will prepare students after their college career.

### ***Diversity Organization Coalition (DOC)***

The Diversity Organization Coalition (DOC) is a coalition of student organizations, student governance and academic programs created to enhance students' engagement in issues related to academic transitions, culture, social class, geography, spirituality, race, gender, ethnicity, ability, sexual identity, and gender identity/expression, while forging critical alliances and bridges to support an inclusive campus community environment at the University of Wisconsin-River Falls.

### ***German Club***

The UWRF German Club is a club for German majors, minors, or people who just like the culture and the language of Germany. They organize a variety of events such movie nights, picnics, and trips to local German restaurants.

### ***International Student Association***

UWRF's International Student Association (ISA) provides an excellent opportunity for students to meet and interact with people from different cultures. ISA members come from all over the world including, Australia, Japan, Malaysia, South Korea, Taiwan, China, Kenya, India, Macedonia, Canada,

Nigeria, The Gambia, Mexico, Germany, and more. ISA hosts a variety of co-curricular activities such as shopping trips to the Mall of America, educational outings to the Twin Cities, picnics, cultural showcases, and most notable, the very popular, campus-wide International Bazaar each spring.

### ***Native American Council***

Native American Council's (NAC) purpose is to promote better relationships and cultural understanding between Native Americans and Non-native Americans, through the organization of events that support the unification of all nationalities, races and cultures in the UWRF community. Additionally this organization aims to promote leadership capabilities among Native American students and supports Native Americans students on the UWRF campus.

### ***Sisters and Brothers of Islam***

The Sisters and Brothers of Islam (SBI) purpose, as stated in their constitution; "the purpose of this organization is to create dialog, share knowledge and understanding about Islam between students." SBI is a newly created student organization on campus to help students of all backgrounds to come together and gain a better understanding of Islam. As urged by friends, and an idea among several friends, they decided that the creation of SBI would be a great addition to the UWRF campus since there is a need to fill the gap of misunderstanding between Muslim and non-Muslim students.

### ***Ongoing International Festivals or Events on Campus***

#### ***International Bazaar***

The International Bazaar is an annual campus-wide event hosted by the International Student Association, a recognized student organization. The International Bazaar brings together hundreds of students, faculty, staff, and community members each spring to enjoy food from around the world and internationally themed entertainment performed by UWRF students. In addition to serving delicious food, providing quality entertainment, and a fun atmosphere, the International Bazaar helps to education guests about cultures from around the world, contributing to the internationalization of our campus. The International Bazaar offers a way for guests to have an international experience, right on the UWRF campus.

### ***Education Abroad Fair***

UWRF's Global Connections Office hosts an Education Abroad Fair each semester. All of UWRF's education abroad opportunities are represented at this fair, along with additional education abroad-related information such as international health concerns, financial aid and scholarships, and post-graduation or internship/volunteer opportunities. Global Connections works in conjunction with faculty program leaders, third-party providers, and additional UWRF offices (Student Health and Counseling Services, Financial Aid, Residence Life, and Career Services) to coordinate the fair.

### ***AID Film Series***

The UWRF Association for International Development (AID) and Student Life co-sponsor a video and discussion series aimed to facilitate conversation on a variety of international development issues: migrant workers, fair trade, political factions, urbanization, and poverty are some of the most recent examples. Students, faculty/staff, and the general public are all invited to participate in these events.

### ***Year of.... Initiative***

UWRF is initiating a "Year Of . . ." program as one of the university's global education and engagement strategic initiatives to focus on a chosen nation to highlight course content related to the nation and to organize workshops and seminars, cultural events, and visiting lecturers. For 2013-2014, UWRF will celebrate the "Year of Germany" with a series of events designed to raise awareness of and engage students, faculty and staff in all things German. We envision this project to create opportunities for unique collaborations between faculty members, departments and programs from across campus. Planning for such a year is best done with a horizon further away than the horizon for The Year of Germany (which will start this coming August). Future plans are in motion to designate 2014-2015 as The Year of China and 2015-2016 as The Year of Mexico.

### ***Language Programs that Pair U.S. and International Students:***

The Modern Language Program, the Communication Studies Department, and the English Language Transition Program are academic departments that have been working on such pairings. The ESL Center plans to work on pairings as well. UWRF students studying in both the Experience China program and the Shih Hsin University exchange program are able to work/volunteer in the hosting campus' English Corner to help their hosting student practice English.

### ***Residence Hall with Special Programs Designed to Facilitate the Integration of U.S. and International Students***

All students, international or domestic, living in the residence halls (freshmen and sophomores are required to live in the residence halls unless they meet certain requirements) are encouraged to participate in extensively-offered hall and campus programs.

### ***Student Learning Outcomes***

The Global Perspective requirement, as a university-wide requirement, intends its student learning outcomes to be universally instilled.

Another example of internationalized student learning outcomes can be found in one of the UWRF colleges. Among the requirements for students of the College of Business and Economics is an international experience. Students will create “an account of international experiences” in Live Text to document the activity. Examples of acceptable activities are attendance at any internationally oriented programs on campus or off-campus, travel outside of the United States, or acquisition of a second language by completing 200 level modern language courses or the equivalent. This requirement is monitored at the point of admission to the college. Those students not meeting the requirement will be notified, along with their advisor, of the urgent need to complete the requirement before college admission is granted.

### ***Faculty Policies and Practices***

The faculty and staff of UWRF support and are supported in internationalization efforts in a variety of ways. In addition to the curricular and co-curricular activities noted elsewhere in this briefing, faculty and staff report various international experiences. The Environmental Scan survey indicates that 46% of Faculty and IAS respondents have lived abroad and 78% hold valid passports. Of the Academic Staff respondents, 23% lived abroad/72% have passports; 15% lived abroad/48% have passports of Classified Staff respondents.

### ***Employment Policies and Awards***

#### ***Fulbright Support***

UWRF has the gold standard of Fulbright policies. It allows a faculty or staff person to retain health and pension benefits and to retain the presumably higher UWRF salary if Fulbright funding is used to fund a replacement instructor during the absence.

An initiative in the strategic plan is to build the capacity of our faculty and staff to teach content courses in a language other than English (e.g., Mandarin, Spanish) and attract and support students who are non-native English speakers.

### ***Guidelines Specifying International Work or Experience as a Consideration in Faculty Promotion & Tenure Decision***

The attempt was made to get the Faculty Welfare and Personnel Policy Committee to take up this issue. The committee declined, believing that changes to retention and promotion criteria ought to be made rarely (if at all) and faculty endeavors in the area of internationalization could be subsumed under the traditional categories, especially “service.”

### ***Consider International Background, Experience, & Interest When Hiring Faculty***

The language initiative in the Strategic Plan requires this consideration. A current snapshot of the faculty and staff currently employed at UWRF reveals an array of international credentials. 149 faculty and instructional academic staff answered the survey question concerning native language; 18 responded with a language other than English. Since we have faculty from Australia and England, the probability is that over 12% have international background by this standard. As mentioned, 78% hold valid passports.

### ***Recognition Awards Specifically for Faculty International Activity***

UWRF currently has no awards specified for recognition of international activity. One of the ILab Subcommittees recommended more recognition for faculty/staff international involvement.

### ***Visiting Scholars***

Historically, the visiting international scholar component has been less prominent; currently, a turnaround is taking place. CBE has recently had visiting scholars from China, Turkey, and Germany. Recent international commencement speakers and honorary degree recipients have fostered an international climate. The acquisition of the Charles Kao House, a large residence close to the campus, has afforded pleasant space to house international visiting scholars. ZISU will be sending a Chinese scholar in the area of English language, American Culture, and business writing to UWRF in the fall of 2013.

### ***Professional Development Funding and Opportunities***

#### ***Funding Faculty travel***

In addition to the excellent Fulbright incentive, we have a special international travel grant, the Knowles fund. However, the grant is limited to an award of \$500, which does not go far internationally. Occasionally the campus is able to fund (full or partial) faculty travel for particular international site visits and delegations to increase international cooperation. For example, in the past few years we have sent three faculty and our Provost to visit with our German partners in the UW-System-organized Hessen Exchange.

### ***Funding Faculty for Education Abroad***

Faculty-led education abroad programming on the UWRF campus follows a mostly entrepreneurial model; faculty are supported in the organization of their proposed program, but carry the brunt of the organizing duties in exchange for development money. In addition to expenses, Education Abroad leaders are paid \$1,500 per credit (ordinarily the education abroad courses are three credits), \$1,500 for development and pre-departure logistics, and \$1,500 for in-country supervision. For most Education Abroad courses faculty make about \$7,500 for a three-week period, but the funding is dependent upon generating sufficient revenue to cover expenses.

### ***Funding Faculty to Teach at Institutions Abroad***

Besides the Fulbright possibility, program revenue and bilateral agreements have occasionally resulted in funding for teaching abroad. Such summer teaching was an annual feature for our M.A. in TESOL program for several years in Korea, and we hope to repeat such arrangements. Faculty in the College of Agriculture, Food, and Environmental Sciences frequently have taught abroad on grants or by invitation from foreign host institutions.

### ***Funding for Staff Activities***

Aside from the regular academic staff development funds, which could be applied to work or education abroad, there is no separate funding for staff. A provisional partnership between a faculty leader and an academic staff coordinator worked to develop a short-term education abroad opportunity in South-East Asia in January 2013, but such partnerships have not yet been institutionalized.

### ***Workshops on Internationalizing the Curriculum***

One of the selected 2012-2013 Strategic Plan Initiatives calls for such workshops to be developed over the period of the next few years.

### ***Opportunities for Faculty to Improve Foreign Language Skills***

Foreign language study for faculty/staff has been attempted both informally (a Stammtisch for German-speaking lunch companions) and formally (individuals audit foreign language courses). The attempt to institutionalize such a process is fraught with timing difficulties.



***Workshop That Include a Focus on Using Technology to Enhance the International Dimension of Courses***

The ILab knows of leaders in the field and has recommended bringing the people from Carolina and the University of Minnesota-Twin Cities to UWRF in order to conduct such workshops.

## ***Student Mobility: Study Abroad and International Student Recruitment***

Education abroad is doing well, and we hope to do better. International recruitment continues in many areas, and we hope to do better.

### ***Education Abroad***

UWRF is successful in sending students abroad. 23.2% of students graduate having engaged in some form of education abroad experience, whether in long-term (semester or year) or short-term programs. This percentage ranks as the second highest in the University of Wisconsin System (UWS) and was achieved at a time when UWRF average student household income was (and remains) the second lowest in the UWS. Since lack of funding is usually the primary reason for not studying abroad, UWRF has achieved highly in this area.

### ***Institutional Scholarships for Student Education Abroad***

UWRF is able to offer a selection of scholarships for students who wish to study abroad. In addition to advising and supporting applications for national scholarships (i.e. Gilman Scholarships, Boren Scholarships, Freeman-Asia Awards, etc.), UWRF has a variety of on-campus scholarships:

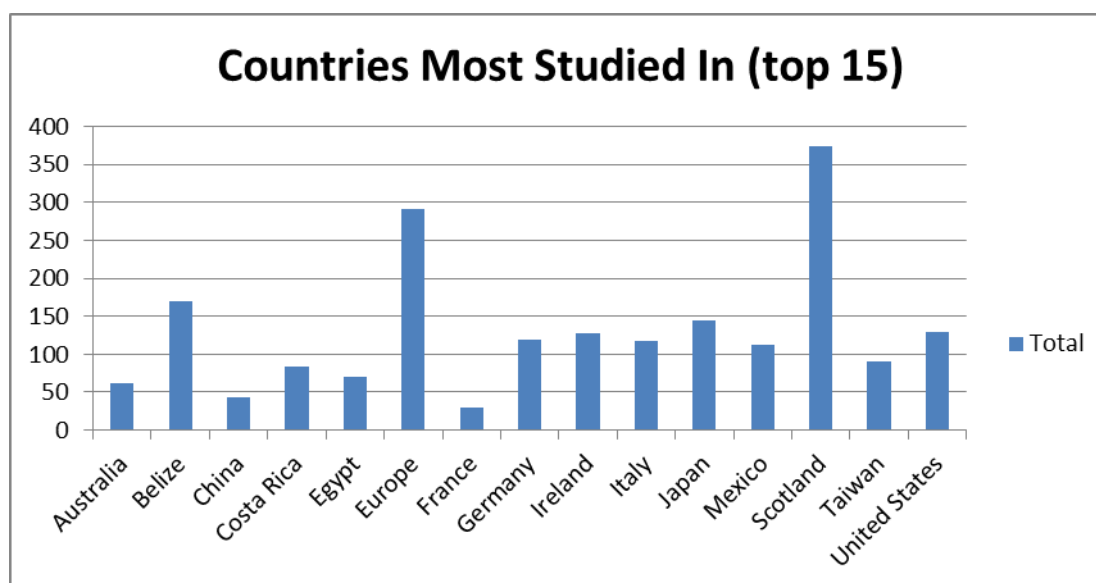
- 80 Falcon Scholarships are awarded each year. These awards fund talented individuals at \$1,000 per year and offer an additional \$2,000 in the junior or senior year for undergraduate research or education abroad (or both).
- Several of the individual colleges (College of Arts and Sciences, College of Business and Economics, College of Education and Professional Studies) offer education abroad stipends, usually in the \$500 range.
- The State of Wisconsin awards a grant to the UW institutions in order to support participation of Wisconsin residents in education abroad programs; the Wisconsin Resident Education Abroad Grant is available via the Global Connections office for students wishing to study abroad on a long-term (\$1,000 range) or short-term (\$500 range) education abroad program.
- Other funding opportunities (a Knowles Grant for students, funding through UWRF Foundation scholarships, etc.) are offered as made available.

## ***Education Abroad Activity***

In the 2011-2012 academic year, 329 students abroad from UWRF; in recent years, the campus has consistently sent between 300-350 students abroad. The 2011-2012 academic year found UWRF students participating in 31 different education abroad programs (traveling to even more countries, as a few of the programs travel to multiple destinations), of which 16 were faculty-led programs.

Since 2005, the education abroad trends at UWRF confirmed many national trends. About two-thirds of UWRF students studying abroad did so by participating in faculty-led, short-term programs. (One of the Strategic Plan Initiatives is to increase the number of students studying abroad on long-term programs while still maintaining the high level of participation in the short-term options.) About 80% of the students who studied abroad were female (male students continue to be elusive in education abroad programming), and almost half of the students chose Europe as their ultimate destination.

Though Europe continues to be the #1 destination for UWRF students studying abroad, the campus continues to work toward developing programs in less “traditional” destinations. A brand-new semester-length program in Hangzhou, China was launched in the fall of 2012 and faculty-led programs took/will take students to countries such as India, Vietnam/Laos/Thailand, Taiwan, Costa Rica, and Belize over the January term and spring break 2013. Since 2005, the top 15 destination countries for UWRF students studying abroad is as follows:



**Figure 4: Top 15 Student Destinations**

### ***Administration of Undergraduate Education Abroad Programs***

Most UWRF students who go abroad participate in UWRF programs; a few students participate in programs through sister University of Wisconsin institutions, other U.S. institutions with whom we have a relationship (the University of Southern Mississippi, for example) or through third-party providers. The campus coordinates four semester-length programs and offers seven semester- or year-length exchange opportunities in Asia, Europe, and Latin America. A bulk of the short-term offerings stem from the entrepreneurial model of faculty-led programs. It is a strength of the institution that so many faculty have led education abroad study.

### ***Service Abroad Opportunities***

UWRF offers service abroad opportunities through the International Destination program, one of the three Destination (Local, Domestic, and International) service program options for students on the campus. The Destination programs are coordinated through the Department of Student Life. The current International Destination program will pair students with Outreach360, “a non-profit organization headquartered in Glendale, Arizona. Since 1994, they have been working with orphaned, abandoned, and disadvantaged children in the Dominican Republic.” A past program took students to Haiti to participate in the World Wide Village and TOMS shoe drop. Overall, service abroad opportunities are few and dependent on sporadic staff and faculty interest, and good will. The overall expense of participating in one of these programs (since they are non-credit bearing and can therefore not utilize certain financial aid options) presents a barrier for student participation.

### ***International Students***

UWRF is currently serving 91 undergraduate and graduate students from 18 different countries and Taiwan. Efforts to attract additional international students are underway via a variety of initiatives.

Programs partnerships with Asia are strong; students regularly come from several of our partner institutions: Shih Chien University (Taipei, Taiwan), Shih Hsin University (Taipei, Taiwan), Zhejiang International Studies University (ZISU, Hongzhou, China), Dongguk University (Seoul, Korea). The English Language Transition Program was designed with the putative demand in China particularly in mind. CBE’s daytime M.B.A. will likely appeal to an international audience, and with already well-established connections in China it is likely to attract Chinese students.

### ***Science Without Borders/Brazil Scientific Mobility Program***

UW-River Falls was approved as a host/partner institution for this program in March of 2012, to provide yearlong academic training to visiting scholars from Brazil to study in the College of Agriculture, Food and Environmental Sciences. The first cohort of 12 students arrived in July, 2012. As a result of the high degree of satisfaction expressed by these participants, UWRF will be welcoming an additional 25 scholars to campus for the 2013-2014 academic year. The presence of these Brazilian students on the UW-River Falls campus has helped to strengthen our relationships with Wisconsin-based industries interested in expanding their markets in Brazil. Industry visits and internship experienced are an integral part of this program. We are very pleased that UWRF has been recognized by the Brazilian government for exemplary programming, and we are looking forward to this program's continued growth.

### ***Scholarships for International Students***

UWRF currently awards a \$2,500 partial tuition waiver to international degree-seeking students. This fund is limited and dependent upon UW-System funding availability. It may be used to encourage talented out-of-state students to matriculate at a good tuition rate in the future.

### ***Strategic International Recruitment Plan***

Some strategic recruitment has been focused on certain areas of China. Such efforts need to be sustained and intensified.

### ***Fund Travel for Staff to Recruit***

Colleges are increasingly seeing the benefit of sending faculty and staff to assist recruitment.

### ***Overseas Student Recruiters***

We are comfortable with using knowledgeable student recruiters of integrity and are doing so to a limited degree and in some colleges more than in others.

### ***Orientation to UWRF and Academia***

International Student Service (ISS) provides a comprehensive orientation program twice a year for all new international students attending UWRF. International Student Orientation introduces students to the information, resources, and support they need to be successful at UW-River Falls and beyond, including understanding and adjusting to U.S. culture. The English Language Transition program provides ongoing orientation type activities for students in the program as well.

### ***Academic Support Services***

UWRF offers many academic support services to all students including the Tutoring Center, ESL Center, Physics Help Room, Writing Center, Chemistry Help Room, Ag Sciences Help Room, and Math Help Center.

### ***ESL Programs***

We have an English Language Transition program. Two levels are operating to move students to the required university entrance TOEFL level of 80 iBT. The level closest to that threshold accepts students with a TOEFL of approximately 67 iBT with the expectation of transitioning after two semesters. A next lowest level accepts students with a 53iBT, with the expectation of four semesters. We plan a third level, accepting students with an iBT of 45 to 53.

### ***International Alumni Services or Chapters***

Currently, international alumni services or chapters do not exist, though we have some prominent international alumni and benefactors with whom the university remains in close contact.

### ***International and Domestic Student Interaction***

International students and domestic students have the opportunity to interact with one another in a variety of ways, including but not limited to student organizations (International Student Association, Speakers Corner, etc.), campus events and activities, formally and informally in the Residence Halls, mentor programs like the Global Partners Program (ELT), International Student Orientation and other programs hosted by International Student Services.

***Residence Halls with Special Programs Designed to Facilitate the Integration of U.S. and International Students***

All students, international or domestic, living in the residence halls (freshmen and sophomores are required to live in the residence halls unless they meet certain requirements) are encouraged to participate in extensively-offered hall and campus programs.

## ***Collaboration and Partnerships***

### ***Partnerships***

#### ***Virginia State University***

UWRF is pleased to participate in a collaborative agreement with Virginia State University (VSU), a historically black land-grant university. This unique agreement, developed in concert with the National Student Exchange Program (NSE), has created a broad range of efforts including faculty and staff exchanges, education abroad programs, research, and experiential learning opportunities in animal and dairy science; aquaculture; plant, soil and environmental sciences; agricultural business and economics; agricultural education; horticulture; health and human performance; and other academic programs as appropriate. Students from VSU are now able to participate in the Experience Scotland, Experience China, and several of UWRF's other education abroad programs.

#### ***Zhejiang International Studies University (ZISU)***

UWRF's thirty-year collaboration with Zhejiang International Studies University (ZISU) has grown significantly since 2010, and has resulted in a number of new programs. In 2012, after several years of planning, UWRF successfully launched the Experience China program based at ZISU (Wisconsin students spend a full semester in Hangzhou, China) and a currently-developing program which will result in up to forty education majors attending UWRF this fall for a one-year academic experience to learn about U.S. primary and secondary education. A delegation from ZISU visited the River Falls campus in mid-December, and, as a result of sessions held during the visit, the School District of River Falls was brought into the project to provide site-based observation and mentoring opportunities for the program participants. Representatives of the school district will be traveling to Hangzhou with a delegation from UWRF in March to further develop and finalize program curriculum. This pairing of education resources within the community to promote global partnership and engagement is significant.



### ***Agricultural Outreach/Dairy Science***

In October of 2011, UWRF expanded its long-standing involvement at the World Dairy Expo (WDE) in Madison, WI as a participant in the international exhibit area at the event. As a leader in undergraduate Dairy Science programming in the U.S. (UW-River Falls has the largest undergraduate Dairy Science program in the country, with 135 students enrolled), a number of very good contacts were made at that event that rapidly catapulted the institution into the international arena.

Most significant was the opportunity for UWRF staff and faculty to begin to establish a close working relationship with the Wisconsin Department of Agriculture, Trade and Consumer Protection's International Trade Office. In conjunction with that unit, UWRF has now participated in DATCP-coordinated trade visits to China (June, 2012), Mexico (August, 2012), and Brazil (November 2102).

These visits – all focusing on the dairy industry, and centered around national dairy events similar to the World Dairy Expo – have resulted in new partnerships for the institution. Outreach is now underway in a variety of areas within the area of Dairy Science, including animal health and nutrition, breeding, production, agricultural engineering technology, as well as undergraduate and graduate learning.

### ***China Agricultural University***

In October, 2012, on behalf of UWRF, Chancellor Dean Van Galen signed a memorandum of understanding with China Agricultural University's (CAU) in Beijing. CAU is the premier agricultural university in China, and, as a result of this new partnership developed through CAU's Elite Cattleman Program, an open exchange of faculty and students is now in place. In May 2013, a member of our Animal Science Department will travel to Beijing to present a two week course on Calf Nutrition at CAU. In July, 2013, the head of the Elite Cattleman Program at CAU will travel to River Falls with six students to participate in a three week training course in Dairy Science at UWRF. Industry visits will be an integral part of this summer learning experience. As currently planned, faculty and student exchanges will take place each semester, with longer term faculty and student placements scheduled to begin in 2014.

### ***International Training and Technical Expertise in China***

As an emerging global partner, outreach is also now underway with government agencies and private sector concerns in both the U.S. and China. With the help of DATCP, and the U.S. Agricultural Trade Office in Shanghai, UW-River Falls is now actively engaged as a program provider and consulting resource for the China Agricultural Machinery Testing Center in Beijing, and the Animal Husbandry Bureau for Zhejiang Province in Hangzhou. As well, following the China Dairy Expo in June 2013, faculty from UWRF will be conducting a two-day site visit at the Dalian Xinle Dairy Corporation farms, as a follow up to a preliminary site visit that took place in June of 2012.

### ***Campus-Wide Policies for Developing and Approving Partnerships or Assessments of Partnerships:***

UWRF has procedures in place for approaching potential international partner universities with the idea that final approval would occur after senior administration reviews the preliminary understandings.

### ***International Collaborative Programs: Dual degree programs***

UWRF has two 3+1 agreements with universities in Taiwan for business degrees and TESOL degrees.

### ***Degree or Certificate Programs Delivered Outside the U.S. for Non-U.S. Students.***

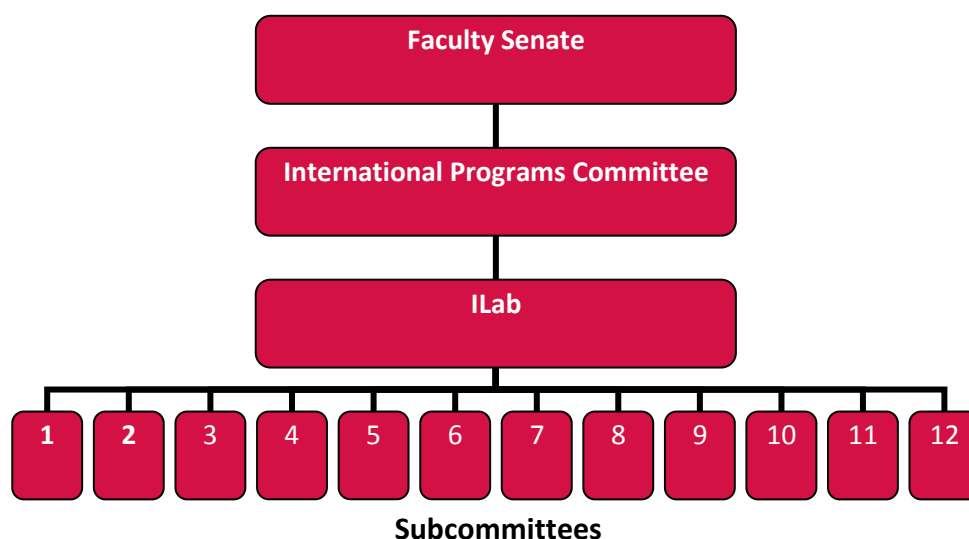
UWRF has none at this point.

## *UWRF ILab Steering Group's Review Team Briefing*

If the Environmental Scan and discussion of student outcomes represent where UWRF is now, the ILab subcommittees' endeavors represent where UWRF would like to be. The remainder of this briefing outlines some ideas for furthering the process of internationalization at UWRF, how the ideas were gathered, and the ILab Steering Group's thoughts on these ideas.

### *The Subcommittee Process*

Members of the ILab Steering Group developed several ideas for improving the internationalization of UWRF. Additionally, before the environmental scan survey was constructed, a campus e-mail was sent out (see "Campus Communication" on the ILab homepage) asking for ideas about internationalizing UWRF; this process was a second way of gathering ideas. Collectively, these two sets of ideas formed a group of ideas presented in the campus surveys as ideas to explore in task groups. These formed task groups are called the "subcommittees." In the surveys, people from across campus could volunteer to serve on these subcommittees as well as suggest other ideas to explore. The Steering Group consolidated ideas as charges to various subcommittees and added subcommittees as indicated by the suggestions made in the surveys. The ideas for improving the internationalization processes at UWRF thus stemmed from faculty and staff and resulted in 12 subcommittees.



**Figure 5: ILab Structure**

The Steering Group then took what it knew of people's interests from the surveys and placed people onto the various subcommittees. To be efficient, the Core Subcommittee was kept to a small, workable

group of people. In order to be encompassing an Advisory Circle for each subcommittee was created by putting all the remaining individuals who volunteered for a certain subcommittee into that Advisory Circle. All members were invited to reposition themselves as desired. The concept was that any member of an Advisory Circle to any given Subcommittee Core Group could participate through e-mail and be informed of meetings (and attend if desired) and receive minutes, but most of the Advisory Circles members' contributions would be less direct than the Subcommittee Core decision makers and managers.

The product from each subcommittee was a report (each report is included verbatim in an appendix to this briefing). The subcommittee reports were discussed in terms of campus strategic priorities, number of people affected, feasibility, and cost by the Steering Group during November and December of 2012. The results of the reports themselves and the Steering Group's discussion of them yielded three categories.

The first category is formed by recommendations from five subcommittees. This category recommended actions that struck the Steering Group as ideally suited to move UWRF forward. The Steering Group was unanimously in favor of moving these ideas forward. Some require little funding; some require moderate funding. It is the Steering Group's hope that the ACE Internationalization Laboratory reviewers will concur and help to advocate these ideas and that the UWRF administration will be accepting of them.

A second category is comprised of recommendations from six subcommittees that seem doable. These are very low-cost proposals that involve either some re-organization and coordination or a relatively low investment of money and staff time to produce good results. It is the Steering Group's hope that this group of ideas will also be accepted and acted upon.

A third category is comprised of recommendations from two subcommittees. Either because of the recommendation of the subcommittee itself or because of discussion within the Steering Group or because of both, the recommendations do not seem to be worth pursuing at this point.

## *Subcommittee Charge, Summary of Report, and Steering Group Thoughts*

### *Category the First*

#### ***Faculty and Staff Opportunities, 1<sup>st</sup> Recommendation***

**Charge:** Explore ways to enhance service abroad (as we have engaged in Haiti, the Dominican Republic, with Habitat for Humanity and self-generated programs), to find further opportunities for faculty to go abroad as teachers, researchers, and consultants, and to present their international experience after having gone abroad so as make UWRF faculty participation more apparent.

**Summary of Recommendations:** The first recommendation is to tie faculty and staff development to the Year of... strategic initiative by sending “a group of faculty and staff to that country for a two week immersion into the culture, history, politics, commerce, literature, etc. of that country. With a broad interdisciplinary, firsthand knowledge of the country, they would be prepared to develop curriculum and to lead a variety of activities on campus related to that country throughout the year.”

**Discussion:** The connection to the strategic plan’s initiative is a strong and far-sighted connection to make. The citation of another university’s plan, which the American Council on Education recognizes as a model program for promoting faculty international mobility, to carry out a similar endeavor here at UWRF is helpful and persuasive research. Faculty and Staff would sign an agreement to carry out more work in the area when they return like the way the Sustainability Faculty Fellows efforts are led. They might be asked to serve on that specific year’s Year of... organizing committee. Faculty might be expected to lead curricular initiatives and/or add curriculum; these endeavors impinge on another strategic initiative, the Curriculum Infusion initiative. Germany has an in-country seminar for high school social science teachers; perhaps they could be contacted and contracted to do this for us in the “The Year of Germany” program, which will be 2013-2014. Ministries of Education are very interested. For Germany next year we have the Hessen Exchange to use. The earlier that this endeavor could be carried out the better; it seems almost too late for Germany, but NOW (January-August 2013) would be appropriate to send a group to China (the country for the year for 2014-2015).

## ***Curriculum Development and Infusion***

**Charge:** Look into ways to develop faculty in order to assist them in infusing international issues and perspectives throughout their curriculum. The goal is not, necessarily, to add courses but to bring international material to already existing courses, even where such an endeavor seems difficult or possibly even irrelevant. Explore external grant possibilities (Ford Foundation, etc.) and/or investigate ideas for internal funding of such development (extra points on the sabbatical rating system for internationalizing the curriculum and any other ideas). Look into ways to incorporate live, international classroom exchange via the Web.

**Summary of Recommendations:** Over the course of the next few academic years, survey/analyze current level of internationalization; establish a campus coordination mechanism; support professional development through use of organized workshops and presentations by outside instructors and UWRF instructors; develop a funding/reward system—award grants; initiate course changes (by faculty) by adding content (supplements, chapters in textbook etc.), integrating with foreign student/institutions (real-time classes), and adding a new course; present changes by faculty; and assess outcomes.

**Discussion:** [The context for the Steering Group’s discussion included the connection of this subcommittee to the UWRF strategic plan. Like the previous idea which was connected to one of the 2012-2013 initiatives that will help to implement Pathway to Distinction, the UWRF strategic plan for 2012-2017, infusion of international issues and perspectives into the curriculum is itself an initiative from the same year. Each initiative has been assigned a “Team” to bring it to fruition. The Team formed to realize the Curricular Infusion piece of the strategic plan was this ILab subcommittee. As a Team as well as a subcommittee, its recommendations have a prominence in the constellation of recommendations put forward by all of the subcommittees.]

The committee put a lot of thought into the report—developing milestones, a timeline, and identifying each step in the action plan. The piece that isn’t clear is who will take the lead on this effort? Discussion suggested that the answer is a dialogue between the Subcommittee / Team and the SPPC. [The Strategic Plan Progress Committee is the overarching group charged with supporting, guiding, and measuring the impact of the initiatives of the strategic plan.]

A question was voiced about the duration of the process. The suggested 4-5 years does, indeed, seem long, but lengthy timelines tend to be what it takes to reshape the curriculum. Some questions about the timeline were asked and clarified. The stated timeline was clarified as follows.

Planning for workshops and presentations	Ongoing through August 2014
Infusing international content into courses	Fall 2014-August 2015
Assessing outcomes	Fall 2014-Fall 2015

A question about assessment led to the following clarification. The project can be assessed as it is moving forward by how many syllabi are revised. Outcomes would await course implementation so that “assessment” encompasses two aspects (“Has the curriculum been revised by faculty?” and “Are the revisions effective for student learning?”).

### ***Education Abroad***

**Charge:** Look into ways that UWRF Education Abroad may be enhanced and made distinctive. Particularly investigate the possibility of a Sophomore Year Abroad Program. (Confer Bryant College in Rhode Island’s program.)

**Summary of Recommendations:** Given the requested format for a subcommittee report (see the document labeled “Writing the Report - guidelines developed by the ILab Committee to help subcommittees develop report(s) for their assigned charges” on the UWRF ILab website: <http://www.uwrf.edu/ILab/i18nDocs.cfm>), the Steering Group did not receive a report and did not, therefore, receive any recommendations. On November 30<sup>th</sup>, the Steering Group did receive an email that was a response to four questions from one member of the subcommittee. The questions (back-constructing from the answers) were (1) “Do you support the concept of a one-year education abroad program”; (2) “What do you estimate the initial start-up costs would be?”; (3) “What would be the number of students affected?”; and “How could the impact of the program be measured?” A proponent of an early year-abroad was unable to serve on the subcommittee. The subcommittee thus lost one of the drivers of the idea. The subcommittee chair was consumed with a different endeavor likely to greatly impact UWRF internationally. This case seems to be a typical one, and on that other subcommittees ran into as well; UWRF is short-staffed, and too few people are attempting to do too much.

**Discussion:** The idea of a Sophomore Year Abroad seems to have more potential than the subcommittee acknowledges.

Why not have a complete Gen. Ed. program in, say, Europe or elsewhere modeled on ITC but having instructors fly in to teach Gen. Ed.?

The Schengen Zone presents problems (visitors' visas are good for only 90 days within six months). Working with an institution in Europe would alleviate this problem. Student visas could be issued. England is out of the Schengen Zone, so long periods in England might add possibility.

Another type of a year abroad would be to go to a place, like Geneva (where Gay has had experience abroad as a student during her university years) where the major could be enhanced (political science, psychology with Piaget in Geneva). Enhancing the major with education abroad at specific foreign institutions seems like an exciting possibility.

### ***Improving Processes for Recruiting & Admitting International Students***

**Charge:** Look into ways to improve processes for recruiting and admitting international students.

**Summary of Recommendations:** The ELT (English Language Transition) Program should have additional staff to make it intensive (more hours per week) and continuous (throughout the calendar year); the ELT program should employ service-based pricing and promote itself through social media; tuition adjustments should continue to be made for international students; advance registration should be made simple; international point advisors should be identified in each college; accommodations for international students with food restrictions should be enhanced.

**Discussion:** The report made several recommendations regarding one program (the ELT or English Language Transition Program) that does not directly bear on recruiting students to the undergraduate project of the university. The intensiveness of the ELT program is based upon recommended guidelines in the field and best practices of similar programs. Making the program continuous through the summer is difficult to manage given the scale UWRF operates on. The issue of service-based pricing was carefully examined during the fall of 2012; strict accounting was taken, and the program's costs were compared to competition from peer institutions in the region; those involved in the program are comfortable with the price-point. Promotion of the ELT program through social media is currently being explored.

The recommendations for continued tuition adjustments and for improved food service similarly do not deal directly with the charge regarding processes for recruiting and admitting students, but help with recruitment and are good ideas.



The recommendations about advance registration and international point advisors within each college are within the charge and are plausible improvements to the process. They should be brought up to the person who fills the new Associate Vice Chancellor for Recruitment, Admissions, and Retention.

There have been some shifts of responsibilities. As far as setting right what is not working as best it can be, the Steering Group recommended (in fall, before the retirement of an Associate Vice Chancellor and the re-purposing of the position that she filled) that those involved be heard by someone in authority to make adjustments: the functions of Mark Meydam (Admissions), Carolyn Brady (International Student Recruiting), Sarah Egerstrom (New Student and Family Programs), and Shelby King (International Student Services), and someone from Residence Life need to be reviewed by upper administration, and ongoing review should continue. Some issues within this area are on-going. (1) Due to some past issues with the in-take of international students, we are intentionally being more cautious in order to reduce any potential liability exposure. (2) We need clarity in the start-to-finish process. (3) We need to continue to review and be detailed with institutions where we have agreements. (4) This subcommittee's topic (in particular) impacts jobs across campus and coordination has been difficult. (5) In terms of operations, we need expanded, flexible staff availability in dealing with international students.

Consequently, restructuring and some rethinking seem imperative. Efficiency and flow can be further improved and streamlined. The current search for an Associate Vice Chancellor of Admissions, Recruitment, and Retention should assist in this process.

### ***International Students***

**Charge:** Recommend ways to integrate international students into the social and intellectual lives of the broad campus community, working especially with American students who have traveled abroad, on an on-going, semester-long process as well as in connection the orientation for international students. (Consult the work of Magara, Shelby, Karen, and Rhonda on the "Global Partners" program.)

**Summary of Recommendations:** Add staff to International Student Services; continue the programming that does exist; establish a mentoring program; develop a residential Living Learning Community; develop resources to assist offices on campus to hire international students.

**Discussion:** The work of the subcommittee consisted of first cataloging the current engagement opportunities that exist on campus. Examples of these opportunities include the International Student Orientation organized by the ISS coordinator where international students interact with a group of orientation and transition leaders; the Host Family program; the existence of the International Student Association which includes some domestic students; the Global Partners Program where International Students and domestic students engage in conversational exchange and peer language learning.

The report declares the current state of integration as satisfactory (“more than satisfied with the quality of the current engagement opportunities”).

Four additional enhancements are enumerated:

- An international student mentoring program in the first semester.
- An International Living Learning Community.
- Resources for students returned from Education Abroad.
- Resources to assist campus offices in the hiring of international students

Discussion clarified the need for extra support. Currently, the time in the ISS Office could be completely absorbed in the processing of students by an immigration specialist. Desired programing could be enhanced with the addition of staff to concentrate upon it.

With respect to the hiring of international students, the Steering Group wondered if the subcommittee might explore how much money (not work study) might be available across campus currently for international students.

## *Category the Second*

### ***Advising Students for Internationalizing***

**Charge:** Since many internationalizing efforts involve effective advising, explore ways to improve advising for UWRF students. Such explorations may involve recommendations for international advising faculty development, for creating department-specific advising guides for students, for on-going introductions to best advising practices at new faculty orientations.

**Summary of Recommendations:** The recommendation is to develop “two advising sheets: one that would include general guidelines for international experience and one that would include specific guidelines for each college or department.”

**Discussion:** The idea seems to be low-cost yet time-intensive and dependent upon departmental cooperation/collaboration.

### ***Faculty and Staff Opportunities: 2<sup>nd</sup> and 3<sup>rd</sup> Recommendations***

**Charge:** Explore ways to enhance service abroad (as we have engaged in Haiti, the Dominican Republic, with Habitat for Humanity and self-generated programs), to find further opportunities for faculty to go abroad as teachers, researchers, and consultants, and to present their international experience after having gone abroad so as make UWRF faculty participation more apparent.

**Summary of Recommendations:** The second recommendation is make faculty and staff international work more visible by (1) developing a centralized place where faculty and staff can submit information about their professional international experiences; (2) including international engagement experiences in the annual Celebration of Research, Scholarship and Creative Achievement; (3) dedicating a display case in the library for a regular, rotating exhibit highlighting faculty and staff international experiences.

**Discussion:** These are all low-cost measures to increase the visibility of actual internationalizing. The first proposal might be accomplished by bringing a resume database (Sedona for example) into use across campus for faculty and staff. The faculty or staff person coming back would have more work and that might be the pitfall. Library staff might help to spur faculty and staff to help. We need to add staff (hire or re-prioritize) to accomplish the part about the website; Global Connections could develop a plan.

**Summary of Recommendations:** The third recommendation is to develop a web page that describes the various agreements that UWRF has with institutions and service organizations around the world that offer opportunities for faculty and staff exchanges and other international experiences.

**Discussion:** This is also a low-cost and helpful measure that could be taken. Global Connections' International Collaborations website is a good starting point. See also Faculty and Staff Resources off the Global Connections page. Magellan requires the home institution to pay transportation; having the information out there on what is available to faculty in terms of financial resources would be helpful on this website.

### ***Staff Development on International Education***

**Charge:** Review the program for staff development at Old Dominion (<http://www.odu.edu/ao/humanresources/training/globalcertificate.shtml>) and investigate the possibility of establishing a similar program at UWRF.

**Summary of Recommendations:** Create a program on a budget of \$10,100 of one required session and five out of six optional sessions to inform and certify participants in regard to international students and international education at UWRF.

**Discussion:** A strength of the proposal is its detailed imagining of the various sessions: Diversity I; Diversity II; Domestic, Multicultural Students and Communication; International Students and Communication; Women and Culture; International Student Immigration Issues; and the Guest Speaker session.

A Steering Group suggestion for each section's end-product—continually elaborated over iterations and changed where needed—would be a FAQ sheet (with answers). For examples, from various sessions: "What can I best tell students suffering from culture shock?" "Where can I tell students to go to get ESL help?" "Where can I tell students to go to get help with a paper?" "Where do I tell students to go when they have to pay a bill?" In general, a way to look at these sessions would be to provide participants with a tool kit for interacting with various students, and the FAQ sheets would be a summarizing part of that tool kit.

Another suggestion would be to devote part of a session to speaking with representatives from various international programs.

An emphasis on practice would be good to have in each session.

An element missing from the outline of the sessions was a focus on how to best interact with students returning from education abroad. It would be good for participants to know how best to talk to students wishing to go abroad *and* those having returned from abroad.

Some discussion focused on what the incentive for anyone to do this would be. Some thoughts on any possible parallel with the online teaching institute was brought up; however, in such a case, where \$1,000 per credit is offered from an already identified source of funding, there is a clear product (an online course) to offer money for. Would sitting through the required sessions be the rewardable outcome? Free food at the sessions would be another possible incentive. The question was raised as to whether any national or international entities might help fund the proposal. A Steering Group member suggested that a fund for professional development for faculty at non-land grant universities existed. Having completed the series of sessions might make faculty eligible to apply to this grant.

There was some discussion of the advisability of somewhat different tracks (for example, an additional required session) for staff with different positions. For example, a subcommittee is working on advising for education abroad. Such a session might be required of faculty and remain optional for other participants.

The potential for this endeavor to reach many faculty and staff and through them all UWRF students combined with the low cost that is envisioned made this outcome one that the Steering Group believed should be promoted strongly.

### ***Education Abroad Re-Entry***

**Charge:** Investigate further ways to make re-entry easy and the education abroad even more meaningful. A respondent cited the following URL which does not work:

<http://cscl.nd.eon/abroad/reentryProgram/> .

**Summary of Recommendations:** Provide staff to administer and review an exit survey/program evaluation through the already in-use online application process (the committee created a draft survey) asking such questions as “What was your best experience while abroad?” “In what ways has education abroad contributed to your personal growth?” “What were the personal qualities you found most useful during your time abroad?” and “Has your study abroad experience in any way influenced your future plans (academic, professional, personal). If yes, how?” and to implement learning sessions that cover a variety of different aspects of the re-entry process.

**Discussion:** The action plan seems doable in both its aspects of (1) an exit survey through Studio Abroad and (2) re-entry Learning Sessions. The question of who might be found to support the project was asked. In addition to the use of Studio Abroad to administer a post-education survey, the use of older, returned students to help facilitate the re-entry Learning Sessions for newly returned students was suggested. Part of the Global Scholar Certificate will likely include the possibility of internationally related service projects back on campus (such as participating in the Study Abroad Fair), and facilitating these sessions would be another excellent way of fulfilling a sub-component of the Global Scholar Certificate.

The types of questions in the post-education survey are mixed, as noted in the report and by the Internationalization Laboratory Steering Group in the review. Questions about the specific program are mixed with questions about the general operation of study abroad and with questions that ask students to reflect on the deeper implications of the education that they have engaged in. The precise objectives should lead to the formulation of the questions. Perhaps further discussion is in order regarding these objectives.

The question of an incentive to participate in this program was raised. The exit survey could be required. (Having taken it could be a requirement before a grade is released, for example.) Talking circles or opportunities for dialog that the Learning Sessions promote tend to be self-subscribed.

### ***Improving Transportation to Cities for International Students***

**Charge:** Investigate previous efforts to establish and look into a way to create regular, recurring transportation to important Twin Cities destinations.

**Summary of Recommendations:** Get the student senate involved; get the city of River Falls to be involved; develop a better mentoring program for international students, so that they are better integrated with friends who have cars; promote the ride share board for travel for all students more.

**Discussion:** The report seems to indicate that there is no solution at present, recommending that the community of River Falls and UWRF students and their Student Senate create solutions. The Steering Group had hoped that more research would have been done on other programs. (Carleton sends a weekly bus to the Twin Cities, for example.) Perhaps recommendations could even have come out from this subcommittee: to have a weekly bus, for example. Why couldn't a weekly bus be run as Carleton does?

The problem of a student's not catching a return bus was brought up. A solution might be that a student would buy a UWRF bus ticket. On the back of the ticket could be a number of a taxi service that would return students to River Falls, and the cost would be on the student.

The bus that would operate from River Falls to the Twin Cities would not have to be free. After all, it would save students parking and gas. Charging \$5 to \$20 (depending on the cost to operate) would be acceptable. Perhaps UWRF 14-passenger vans could be used.

In sum, the Steering Group believes that there is more to be said and more that should be said on this topic.

### ***International Undergrad Research/Internship Opportunities, including International Science Fellowship***

**Charge:** Explore opportunities to increase international undergraduate research and internship opportunities, including an International Science Fellowship.

**Summary of Recommendations:** Encourage Global Connections and the URSCA Office to collaborate in promoting and enabling international undergraduate research through the dedication of staff time to promote the concept to students and faculty; identify and promote existing national opportunities; assist in developing peer-to-peer opportunities especially in connection with teaching abroad (WIS, ExC, ITC) or sabbaticals; assist governance in ensuring that time and effort to realize undergraduate research is recognized and credited; and assist in developing endowed chairs with a specific focus on setting up international URSCA opportunities.

**Discussion:** The report proposes "that Global Connections and the new URSCA Office collaborate in providing connections to existing international URSCA/internship programs, develop resources to enable faculty to generate peer-to-peer contacts for international URSCA/internship opportunities, promote these resource to students and faculty and provide administrative oversight including assessing the impact of the programs." In one of its sub-recommendations there is the suggestion that the Grants Office promote "promote opportunities for generating funding of international research for undergraduates." As the term "international research" itself suggests, the concept fuses endeavors so that it is not surprising to find that institutional responsibility for the single concept is diffused. The report's expressed desire for cohesion of approach to international research and internships will constantly, thus, run into the problem of offices devoted to portions of these endeavors (international

experiences, research, internships). Global Connections, URSCA, Career Services, AND college departments are currently all playing important roles.

Discussion commended the committee for its suggestion to use existing programs. As the report notes, its specific suggestions would take the resource of staff time.

The report also notes that “We were quite surprised at the number and diversity of programs available.” The report cites the URLs at the Vanderbilt University International Office, the National Science Foundation International Research Experiences for Students (IRES) program, <http://www.nsf.gov/pubs/2012/nsf12551/nsf12551.htm> , and the Michigan State University Broad College of Business. The report does not take note of UWRF’s website on international internships at <http://www.uwrf.edu/CareerServices/InternshipSites.cfm> . However, finding this site may be an example of what the report notes: “Gathering information onto a user-friendly webpage is insufficient to ensure that students and faculty will stumble into it on their own.”

The report does not take cognizance of the efforts of Global Connections to promote these internships. Global Connections is currently managing international internships because of the paramount importance of students getting insurance for travel abroad and financial aid. But as far as further promotion, again, Global Connections runs into the issue that the report notes of lack of staff time. Discipline specific internships are hard to know about as they tend to be housed and managed in specific departments on an ad hoc and sporadic basis. Four students within departments are doing international internships now. Global Connections can help when informed.

The idea about coupling international research with faculty teaching load in programs like Wisconsin in Scotland, Wisconsin in China, or the International Traveling Classroom, was thought to be a good idea.

On several other points:

- a. “Promote the international programs with students at venues like the Study Abroad Fair, as well as making them a standard point of reference for Global Connections and the URSCA Office.” This method of promotion seems like an easy, good, and low-cost way of promoting international research.
- b. “Develop scholarships or fellowships specifically targeted at supporting international URSCA. We expect that there are alumni and friends of UWRF who would find this a very appealing project to support.” The Falcon Scholar programs provide some of these funds.



- c. “Educate faculty about international programs for URSCA, so that they can encourage students to apply. This might be accomplished during some faculty development activity.” This idea is a good one to implement.

Some discussion revolved around AIESEC and the desire for a chapter at UWRF. This organization is listed on the International Internships page of Career Services. It is U.N. organized and run by students for business economics, for engineering, and for science students. A pool of internships is present. Chapters are linked to national association. CBE could connect to this program.

Some discussion indicated that the costs to continue tend to be more than is expected in the report. The report’s analysis indicated that costs to continue would probably be less than start-up costs.

The Steering Group agrees that research could attract donors.

## *Category the Third*

### ***International Development***

**Charge:** Explore ways of sustaining and linking already established endeavors in international development education to a deeper foundation (hiring recommendations in this area to sustain a curricular emphasis?) and with community development and global citizenship.

**Summary of Recommendations:** Provide reassigned time to a director and possibly co-director; establish a Center for International Development to promote collaboration and synergy around the concept of International Development through informal social events, annual workshops, a list-serve, and educational events such as a video series, World Food Day programs, brown bag seminars, and a conference of experts with the proceedings subsequently published.

**Discussion:** The proposal calls for the establishment of a UWRF Center for International Development (UWRF-CID) that builds on the already established organization at UWRF of the Association for International Development (UWRF-AID). The action plan calls for support of staff and faculty. The request for reassigned time for a director (and possibly an assistant director) and a budget to maintain communication and create a nexus of similarly minded faculty and staff through social gatherings is clear. The action plan does not call for the establishment of a location on campus. The report suggests that physical space is not a request since the Alumni Room and Global Connections have worked in the past.

The report is well written. However, there is a component of a hortatory vision in the report whereas facts upon which to base a decision are less in evidence. For example, the idea of dedicated faculty collaborating on common themes might have been exemplified if such has been the experience within AID, and some cost benefit analysis of those endeavors recorded. In other words, there is much attention to the promise of such a Center and why it would be good, which are only two components for grounds for why it should be established.

From the list of accomplishments of AID that runs in the paragraph from page two to page three, the video series was particularly spoken of as an excellent addition to the campus climate in relation to internationalizing the campus. Some of the other accomplishments listed in that place led to a discussion of overlap. In addition to overlap, which is addressed in the next paragraph, the list prompted discussion on the idea of cooperation. While the essence of the Center may be described as

enhancing cooperation, the idea of working with current endeavors has been less in evidence than could be desired from the predecessor organization AID. For example, the list contains the point about cooperation with International Education Week. When those taking the lead in this activity asked for cooperation from across campus recently, the response was so lackluster that the event was cancelled. The energy for International Education Week has been rechanneled. For example, Student Life in its Wyman Series has begun to focus on international things since we do not have International Education Week.

There was discussion of overlap. Proposed functions of the Center are already being carried out. For example, the idea of faculty from one college assisting faculty from another to launch new education abroad experiences has been and continues to be a function of Global Connections. For another example, the idea of encouraging heritage students to engage in education abroad in certain areas of the world is another accomplishment of Global Connections as evidenced by Claire McCarty's SE Asia Education Abroad that visits Laos, Thailand, and Vietnam. The uniqueness of the Center is spoken of in its breadth of activities, and in this breadth is exactly where overlap with other functioning groups on campus occurs.

The analysis of the negative aspects of the proposal is appreciated. It seems that the parameters of the entire Internationalization Laboratory are such that if an endeavor is worth doing, it is worth funding. Therefore, the point about funding is well taken. The negative aspect of a current lack of broad-based faculty and staff support is minimized in this section of the report. This negative aspect may be underestimated.

### ***Establishing a Confucius Institute at UWRF***

**Charge:** Look into the feasibility and advisability of establishing a Confucius Institute at UWRF.

**Summary of Recommendations:** Confucius Institutes are non-profit public institutions aligned with the Government of the People's Republic of China. Confucius Institutes (373 in 104 countries; 78 in the U.S.) promote Chinese language and culture and facilitate cultural exchanges.

Due to a variety of factors the establishment of an Institute at this time does not seem feasible. Among the factors for such a decision are the following. There is some question as to whether UWRF would be accepted by Hanban as a Confucius Institute, given the proximity of other CIs in our area. UW-Platteville has one, as does the University of Minnesota. UW-Madison is said to be preparing for

application as well. There is no guarantee that UWRF would be allowed to partner with Zhejiang International Studies University (ZISU), with whom UWRF has had increasing deep relationships over several decades. In some cases, institutions are simply assigned a partner institution in China. As ZISU is currently working on setting up a CI in Africa, it may be that Hanban will not consent to their partnering with another institution in the U.S. at the moment. By all accounts, establishment of a Confucius Institute is an immense amount of work. In conversations with staff at Confucius Institutes at UW-Platteville and University of Minnesota, this was stressed a number of times. Without sufficient resources and staffing, the CI is not likely to thrive. Initially, the startup costs would run anywhere from \$100,000-200,000.

**Discussion:** The report is excellent, providing superb research and solid analysis in a reader-center fashion. The establishment of a Confucius Institute at UWRF at this time does not seem feasible.

## *Acknowledgements*

The work of the following individuals in investigating these ideas is appreciated.

Kathie Anderson, Admissions (Education Abroad Re-Entry Subcommittee Co-Chair); Caroline Baker Counseling and School Psychology; Brenda Boetel Associate Professor of Agricultural Economics; Earl Blodgett, Professor of Physics (International Undergrad Research/Internship Opportunities, including International Science Fellowship Subcommittee Chair); Carolyn Brady, Student Services Program Manager and International Student Recruiter, Global Connections (Establishing a Confucius Institute at UWRF Subcommittee Steering Group Liaison and Improving Processes for Recruiting & Admitting International Students Subcommittee Steering Group Liaison); Jennifer Brantley, Professor of English; Jackie Brux, Professor of Economics; Cecilia Bustamante, Professor of Spanish; Kris Butler, Professor of French (Establishing a Confucius Institute at UWRF Subcommittee Chair); Arunendu Chatterjee, Assistant Professor of Mathematics; Juan C. Chaves, Assistant Professor of Spanish; Charlie Corcoran, Professor of Finance; George Dierberger, Visiting Professor of Business Management (Education Abroad Subcommittee Chair); Marilyn Duerst Distinguished Lecturer in Chemistry; Molly Gerrish, Assistant Professor of Early Childhood Education; Brent Greene, Director International Programs; Brian Huffman, Professor of Management and Marketing; Dawn Hukai, Professor of Accounting and Finance Improving Processes for Recruiting & Admitting International Students Subcommittee Chair); Sylvia Kehoe, Assistant Professor of Dairy Science (Advising Students for Internationalizing Subcommittee Chair and International Undergrad Research/Internship Opportunities, including International Science Fellowship Subcommittee Steering Group Liaison); Ozcan Kilic, Associate Professor of Management and Marketing (Improving Transportation to Cities for International Students Subcommittee Chair and Steering Group Liaison and Curriculum Development and Infusion Subcommittee Chair and Steering Group Liaison); Shelby King, International Student Services Coordinator (Staff Development on International Education Subcommittee Steering Group Liaison and International Students Steering Group Liaison); Annette Klemp, Professor of English; Tamra Knight, Admissions Counselor; Lisa Kroutil, Professor of Chemistry; Megan Learman, Education Abroad (Advising Students for Internationalizing Subcommittee Steering Group Liaison, Education Abroad Steering Group Liaison, and Education Abroad Re-Entry Subcommittee Steering Group Liaison); Amy Lloyd, Service Coordinator in Student Life; Tim Lyden, Professor of Biology; Magara Maeda, Lecturer in Japanese; Valerie Malzacher, Director of the Library (Faculty and Staff Opportunities Chair); Terry Mannetter, Professor of Spanish; Kelsey McLean, Experience China and Wisconsin in Scotland Coordinator (Education Abroad Re-Entry Subcommittee Co-Chair); Paige Miller, Assistant Professor of Sociology (International Development Subcommittee Chair); Mialisa Moline, Assistant Professor of Professional Writing; Hossein Najafi, Professor of Computer Science and Information Systems; Vladimir Pavlov, Associate Professor of TESOL; Thomas Pedersen, Assistant Director for Residence Life; Faye Perkins, Professor of Health and Human Performance; Amber Qureshi, Lecturer in Biology; Rhonda Petree, Associate Lecturer in the English Language Transition Program; Charlie Rader, Professor of Geography and Geographic Information Systems; Rebecca Raham, Visiting Assistant Professor of German; Daniel Rivera, Academic Success Center; Todd Savage, Assistant Professor of Counseling Psychology; Lissa Scheneider-Rebozo, Associate Professor of English; Jennifer Sell, Admissions Counselor (Staff Development on International Education Subcommittee Chair); Joe Shakal, Assistant Professor of Agricultural Engineering; Paul Shepherd, Director of Student Life (International Students Subcommittee Chair); Lori Swanson, Assistant Professor of Communicative

Disorders; Don Taylor, Professor of Soil Science; Mary Tichich, Associate Professor of Accounting and Finance; Stacy Vollmers, Associate Professor of Marketing; Rich Wallace, Professor of Criminal Justice; Bonnie Walters, Professor of Animal Science; Gay Ward, Professor of Early Childhood Education (Faculty and Staff Opportunities Subcommittee Steering Group Liaison); Ian Williams, Professor of Geology; Jennifer Willis-Rivera, Professor of Communication Studies; Wen Zhang, Lecturer in Chinese; Wei Zheng, Assistant Professor of Management and Marketing.

## *Appendices*

## Requested Form for Subcommittee Report

### Writing the Report

Each subcommittee of the Internationalization Laboratory (ILab) is assigned a charge and asked to clearly communicate their researched and proposed action plan(s). More than one concept needing an action plan may emerge during the investigation process. The following questions should be addressed for each identified action plan in the final subcommittee report:

- What are the positive aspects of the action plan?
- What are the negative aspects of the action plan?
- What would be a good procedure to implement the action plan?
- What are the costs and resources necessary for initial implementation?
- What are the costs and resources necessary for continuing implementation?
- How many students (or members of the campus community) will be impacted? (very important)
- How might the impact be measured?

All of the subcommittees are investigative, meaning that no foregone conclusion is anticipated. It may be that exploring a certain idea results in the conclusion that nothing should be done. Any conclusion is valid if data and reasoning are provided for the decision and should be reported to the ILab.

The action plans will be taken seriously as forwarding Goal 2: Global Education and Engagement of the new strategic plan, Pathway to Distinction.



**Subcommittee 1****International Content Infusion Initiative (ICII)****Team****Progress Report****October 23, 2012****International Content Infusion Initiative (ICII) Members**

Don Taylor

Brian Huffman

Juan Carlos Chaves

Ozcan Kilic

**ICII Charges**

To look into ways to develop a concept in regard to assist faculty in infusing international issues and perspectives throughout their curriculum. The goal is not necessarily, to add courses but to bring international material to already existing courses, even where such an endeavor seems difficult or possibly even irrelevant.

**Businesses Resolved**

The ICII Team is scheduled to meet every Monday at 10:00 AM in SH 223. The team has already met five times since Sept 17, 2012. Please find the minutes of the meetings attached.

The purpose of internationalizing the curriculum is to prepare graduates who are internationally knowledgeable. An internationalized curriculum, for example, provides a means for UWRF students to develop global perspectives and skills at home and it also makes the teaching/learning process more relevant for international students on campus. Thus, the team has defined internationalizing the curriculum as *the conscious effort to integrate and infuse international, intercultural, and global dimensions into existing courses*.

The efforts to internationalize the curriculum can be summarized in five thematic areas according an AUCC report published in 2009:

- developing successful partnerships to support international learning;
- integrating foreign language learning into course and programs;
- supporting and sustaining faculty members' efforts to internationalize the curriculum;
- harnessing the experience of students to facilitate international and intercultural learning on campus;
- demonstrating the value of an internationalized curriculum in the context of assessing and measuring student learning outcomes.

### **Suggested Action Plan**

Considering the charge given to our team, we are proposing the following framework to support faculty members in their endeavor to internationalize curriculum:

- a. Define Internationalization of curriculum
- b. Survey/analyze current level of internationalization
- c. Establish a campus coordination mechanism
- d. Support professional development: Organize workshops and presentations
  - a. Outside instructors

- b. Inside instructors
  - c. Outside institutions regarding financial aspects (e.g. CIBER)
  - d. Inside departments regarding finance (grants department)
- e. Develop a funding/reward system-award grants
- f. Initiate course changes (by faculty)
  - a. Adding content (supplements, chapters in textbook etc.)
  - b. Integrating with foreign student/institutions (real-time classes)
  - c. Adding a new course
- g. Presentation of changes by faculty
- h. Assessment of outcomes

According the proposed framework, the team has identified these milestones and proper timetable:

<b>Milestones</b>	<b>Timetable</b>
Defining Internationalization	The committee agreed upon a definition
Analyzing results of international screening survey	End of November 2012
Establishing coordination mechanism	End of December 2012
Planning for workshops and presentations	Ongoing through August 2013
Infusing international content into courses	Fall 2013-Spring 2014
Assessing outcomes	Fall 2013-2014

#### **Positive aspects of the action plan**

This action plan may help faculty to infuse international content into their courses. In the broader sense, it will also provide a guideline to internationalize the UWRF curriculum.

It will induce collaboration among faculty outside our campus who has already been through this process, thus, help to transfer valuable experience.

Our faculty will be encouraged through the incentive /reward program to infuse international content into their courses. Students will be exposed to global content, be globally aware and be ready to become global citizens.

### **Negative aspects of the action plan**

It really has no negative aspects, besides this plan can only be executed in the long run (four to five years). No short run results should be expected.

### **Procedure to implement the action plan**

The procedures for each activity should be identified by the coordination mechanism, which we envision as the international office, which will be coordinating all the efforts of internationalization.

### **Costs and resources necessary for initial implementation**

The costs induced by this action plan are related but not limited to the workshops, presentations and the reward system developed by the coordination mechanism.

Inviting guest speakers could cost up to \$1000 for each speaker depending whether the speaker will demand money. The funding system should be encouraging faculty, thus, an amount of \$700 to \$1000 per faculty who wants to infuse international content would be appropriate.

The total amount will depend on how many guest speakers will be invited and on the number of faculty who will get the grants.

**Costs and resources necessary for continuing implementation**

The same applies for continuing the implementation.

**Number of students (or members of the campus community) who will be impacted**

According the survey data, approximately 200 faculties are having somehow international content covered in their courses. The majority of our student body will benefit from this endeavor.

Respectfully submitted,

Ozcan Kilic, Chair

**Subcommittee 2**

To: Dr. Marshall Toman

From: George Dierberger

Subject: International Study Abroad

Date: November 30<sup>th</sup>, 2012

---

Marshall,

I have not heard back from many people on the committee. Part of that is my fault for the late start to the project due to the time spent on the full-time MBA program. Here are some responses which are not meant to be all encompassing.

- 1) Yes, I would support the concept of a one-year education abroad program as long as it was developed with student academic needs in mind (offering courses that apply toward their degrees, etc.). It would probably be easiest for this program to be developed for sophomores since many of them still need general education requirements.
- 2) The initial start-up costs would vary greatly depending on where the program is to be located, what type of program model we will use, what type of facilities we can secure, etc. Will we leverage existing relationships with universities?
- 3) The number of participating students would vary greatly, too, depending on how we structured the program. Do we focus on students from one specific area? Do we offer general education courses that

all students need? Will the costs be comparable to a semester at UWRF? Will there be scholarship money available to off-set increased costs? Are we requiring language classes or any level of fluency? Etc.

- 4) Impact of the program could be measured both by examining how many students participate in the program, as well as some other measureable items (IDI, GPI, etc.)

I will pursue a meeting in February with the entire team.

Kind regards,

George Dierberger

### Subcommittee 3

## International Students Subcommittee Recommendations

### Internationalization Laboratory Working Group

Committee Members: Daniel Rivera, Academic Success Center  
Rhonda Petree, English  
Shelby King, International Student Services  
Paul Shepherd (Chair), Student Life

#### Committee Charge

Recommend ways to integrate international students into the social and intellectual lives of the broad campus community, working especially with American students who have traveled abroad, on an on-going, semester-long process as well as in connection the orientation for international students. Make recommendations to the Steering Group by October 30.

#### Committee Process

It was determined that we should begin by identifying engagement opportunities that already exist and are designed to integrate international students into campus life. Our committee then focused on identifying opportunities that exist to engage international students and domestic students who have traveled abroad or have interest in gaining experience through increased interaction with international students and programs.

#### Current International Student Engagement Opportunities

- All new international students (graduate/undergraduate, exchange/degree-seeking, and ELT) are required to attend International Student Orientation (ISO). ISO is supported by the ISS coordinator, student manager, and small group of orientation and transition leaders. The week-long program takes place twice a year, a week or so before the start of each term.



- The Host Family Program supports new international students during their transition to campus by pairing them with an individual or family in the River Falls community. The program promotes cross-cultural understanding by providing participants with the opportunity to share in a variety of social and cultural activities – including meals, phone calls, and companionship.
- UW-River Falls' International Student Association (ISA) provides an excellent opportunity to meet and interact with people from different cultures. ISA members come from all over the world including, Australia, Japan, Malaysia, South Korea, Taiwan, China, Kenya, India, Macedonia, Canada, Nigeria, The Gambia, Mexico, Germany and more. ISA hosts a variety of activities such as shopping trips to the Mall of America, educational outings to the Twin cities, picnics, cultural showcases, and most notable, the very popular campus-wide, International Bazaar each spring.
- International Student Services sponsors occasional events that include travel to the Minneapolis/St. Paul area to visit attractions.
- The Global Partners Program has been developed to provide International Students and Modern Language Students with opportunities for conversational exchanges and peer language learning. The goal of this program is for international and domestic language learners to learn from each other and to make connections with students with whom they might not otherwise meet or interact.
- The Office of Student Life sponsors a wide variety of engagement opportunities for all students with special efforts made to drive international students to these opportunities. Opportunities include lectures, performing arts, campus traditions, weekend programming every weekend, diversity awareness workshops and trainings, opportunities for local, national, and international service, leadership skills training and retreats, and student organization support. Four international students are employed in the Office of Student Life.
- The Office of Student Life has implemented an annual international service trip that alternates between the Dominican Republic and Nicaragua. American students coming back from these trips have a heightened interest in continuing international involvement.
- Transportation into the Twin Cities and surrounding area has been a part of a weekend program called s “Get on the Bus” sponsored by the Office of Student Life. This program is designed to provide opportunities for students to use free transportation to Minneapolis/St. Paul and the surrounding area to attend events and visit attractions.

#### Additional Ideas for Increased Student Engagement

While the committee was more than satisfied with the quality of the current engagement opportunities, there were strong feelings about the potential for additional opportunities that could further our mission to engage international students. These ideas have the potential to impact all international students as well as many domestic students interested in international engagement in a relatively low cost way. These ideas include:

- Establishing an international student mentoring program where incoming international students would be paired with returning students, international and domestic, during their first semester to help support their transition to UW-River Falls.
- Developing a residential International Living Learning Community that could provide opportunities for international students to live with domestic students who are interested in international engagement. This dynamic environment would provide increased opportunity for curricular and co-curricular engagement within a mutually supportive environment.
- Creating opportunities and resources for students who come back from studying abroad. (including, but not limited to, connecting to ISA and Global Partners, a mentor program, and tutoring programs in the Academic Success Center)
- Developing resources to assist offices on campus in the process of hiring international students.

### Action Plan

Our committee recommends that International Student Services take the lead on connecting international students to student engagement opportunities and further develop ways for international students to be integrated into campus life at UW-River Falls. Currently, the ISS Coordinator spends the majority of their time processing immigration documents; interpreting, explaining, and providing expert advice regarding US immigration laws and regulations; and handling logistics related to the international student admission process. In addition to these critical tasks, the ISS Coordinator is also responsible for the coordination and management of all incoming international student programs, including arrival, registration and orientation; the development and administration of the Host Family Program, including recruitment, placement, and family communications; the creation and maintenance of all print and electronic communications for ISS, including developing and maintaining ISS web content, brochures, handbooks, newsletters and forms; serves as the staff advisor for the International Student Association; and more.

We believe providing additional support will enable ISS to further develop high impact engagement opportunities that will increase international student engagement and the engagement of domestic

students in international themed programming. The review of existing resources should involve the Provost, Associate Vice Chancellor for Student Affairs, and International Student Services. This review should also include an evaluation of how budgetary and FTE resources are allocated to support international student engagement.

Our committee agrees that the ideas outlined above could not be achieved without first addressing the resources and organizational staffing structures that support our international students. Our committee believes with appropriate resources and structures, all international students as well as many domestic students could be positively impacted by an increased focus on international engagement.

#### **What are the positive aspects of the action plan?**

The action plan will create an opportunity for a holistic evaluation of current resources UW-River Falls dedicates to international student engagement. With added resources to International Student Services, the ideas for additional high impact engagement opportunities for international students and domestic students interested in international experiences can be realized.

#### **What are the negative aspects of the action plan?**

The only negative outcome may be not evaluating how current resources could be realigned to better support opportunities to increase international student engagement. Although some funding may be available for the creation of some high impact international engagement opportunities, continued support, both financial and staffing, for these opportunities must be allocated to ensure the sustainability of the new programs.

#### **What would be a good procedure to implement the action plan?**

The evaluation of current resources should be conducted through a series of meetings involving the Provost, Associate Vice Chancellor of Student Affairs, and International Student Services. Other faculty and staff who have knowledge and interest in the issue could also be involved in the initial evaluation. The goal of these meetings should be to identify resources that could be provided to International Student Services to support staff in that area to focus on international student engagement.

**What are the costs and resources necessary for initial implementation?**

The initial implementation of this action plan would not involve any costs or resources. As strategies are developed to provide additional support to International Student Services, there may be additional costs and resources required.

**What are the costs and resources necessary for continuing implementation?**

The ongoing costs and resources would be dependent on the strategy developed to provide an opportunity for staff in International Student Services to focus on international student engagement. Examples of strategies could be the FTE, salary and benefits for an additional staff person to handle the immigration paperwork and logistical arrangements currently dominating the time of the one staff person in International Student Services. Providing this support could be a relatively low cost opportunity to advance international student engagement. Specific details about suggested programs to explore that could require additional costs and resources are outlined earlier in this report.

**How many students (or members of the campus community) will be impacted?**

Providing more support for International Student Services to focus on international student engagement has the potential to impact every international student on our campus. In addition to our current and future international students, domestic students who are interested in further engaging

with international students and international engagement opportunities would be directly impacted. The creation of new opportunities for international engagement has the potential to positively affect our entire campus community if the appropriate steps are taken.

**How might the impact be measured?**

The impact of this action plan would be measured on whether or not additional support is provided to International Student Services. If the decision is made to keep the responsibility for immigration paperwork and logistics as the main duty of the office, there will be very little opportunity for the development of additional international student engagement opportunities. Any additional international student engagement opportunities should be evaluated based on specific outcomes intended for the new opportunity.

**Subcommittee 4**

## ILAB Subcommittee on Faculty and Staff Opportunities

## Final Report

December, 2012

Charge to the Committee

Explore ways to enhance service abroad (as we have engaged in Haiti, the Dominican Republic, with Habitat for Humanity and self-generated programs), to find further opportunities for faculty to go abroad as teachers, researchers, and consultants, and to present their international experience after having gone abroad so as make UWRF faculty participation more apparent. Make recommendations to the Steering Group by October 30, 2012.

Committee Members

Sue Ahrendt (CEPS); Kathie Anderson; Todd Savage (CEPS); Gay Ward; Amy Lloyd; Marilyn Duerst (CAS); Valerie Malzacher; Thomas Pedersen; Rebecca Raham (CAS); Brenda Boetel (CAFES); Mary Tichich (CBE)

---

The committee reviewed preliminary data generated from the ILAB survey, discussed current faculty and staff international opportunities, reviewed the recommendations from the International Programs Committee regarding the “Year of (country)” initiative, and researched exemplary programs at other campuses to formulate the following recommendations:

**Recommendation 1:**

The International Programs Committee is facilitating implementation of the “Year of (country)” program, an initiative of the Rising to Distinction strategic plan. We recommend that a seminar program be developed that would send a group of faculty and staff to that country for a two week immersion into the culture, history, politics, commerce, literature, etc. of that country. With a broad interdisciplinary, firsthand knowledge of the country, they would be prepared to develop curriculum and to lead a variety of activities on campus related to that country throughout the year. The University of Richmond (<http://international.richmond.edu/faculty-staff/seminar/index.html>) supports such a faculty seminar program, which the American Council on Education recognizes as a model program for promoting faculty international mobility.

*What are the positive aspects of the action plan?* The faculty who participate in the seminar would form a cohort that would lead efforts to develop curriculum and plan programming related to the country of study. As part of the application process, they would be required to have a project in mind and to articulate their plans for curricular development or

implementation of other campus programming following participation in the seminar.

They would develop contacts with institutions and colleagues in the country that could be used to further develop opportunities for students' study abroad and that would foster ongoing relationships for teaching and research. Depending on the country, service opportunities might also arise from contacts made through the seminar.

*What are the negative aspects of the plan?* This program would require a commitment of both fiscal and staff resources to develop and manage it. The group of faculty would have to be limited due to logistical issues and cost. There may be more interest to participate than could be funded.

*What would be a good procedure to implement the action plan?* This would be a high profile, resource intensive program. We recommend that a task force be appointed to fully investigate the details, or an existing committee could be assigned to develop a program statement and budget.

*What are the costs and resources necessary for initial implementation and continuing implementation?* This would be a resource intensive program. The costs to send a group of faculty for a two-week intensive immersion in a country would be driven by a number of factors including destination country and size of group.



*How many students (or members of the campus community) will be impacted?*

Seminar participants would be required to develop courses or infuse existing courses with an international perspective and would be required to plan additional campus programming. They would contribute greatly to the success of the “Year of (country)” program which would impact the entire campus community.

*How might the impact be measured?* Faculty would be required to make a presentation about the work that they have done with students following their participation in the seminar. We could review syllabi and then track the number of students who are exposed to an aspect of the country in classes taught by seminar participants.

## **Recommendation 2**

A number of faculty and staff engage in teaching, research, and consulting abroad, but their activities are not visible to others on campus. We recommend several ways to raise the profile of current faculty and staff international experiences:

- Develop a centralized place where faculty and staff can submit information about their professional international experiences. This inventory can be used to publicize our engagement and to identify faculty and staff with specific international expertise.
- Include international engagement experiences in the annual Celebration of Research, Scholarship and Creative Achievement. For example, if a faculty member served as a Fulbright scholar for a year or participated in a professional exchange with international colleagues, that type of engagement could be included in the Celebration booklet, perhaps in a section dedicated to international engagement. Artifacts could also be mounted as part of the Celebration display.
- Dedicate a display case in the library for a regular, rotating exhibit highlighting faculty and staff international experiences.

*What are the positive aspects of the action plan?* These ideas would be fairly easy to implement and would encourage greater sharing of experiences that faculty and staff already undertake related to their academic international experiences. A centralized sharing of information could promote greater awareness of and participation in international experiences.

*What are the negative aspects of the plan?* None

*What would be a good procedure to implement the action plan?* Assign a staff member in Global Connections to develop and advertise the central repository of faculty and staff international experiences. Assign the staff member in the library who oversees the Celebration of Research, Scholarship, and Creative Achievement and library displays to include faculty and staff international engagement.

*What are the costs and resources necessary for initial implementation and continuing implementation?* Publicizing and celebrating professional international experiences costs little to nothing in additional direct costs. These activities will, however, require a commitment of staff time.

*How many students (or members of the campus community) will be impacted?* All members of the campus community will be better informed about faculty and staff international engagement.

*How might the impact be measured?* Monitor the number of submissions to the Celebration of Research, Scholarship and Creative Achievement that have an international focus. Keep a log of visitors to international displays in the library.

### **Recommendation 3**

Develop a web page that describes the various agreements that UWRF has with institutions and service organizations around the world that offer opportunities for faculty and staff exchanges and other international experiences. For example, UW-River Falls is a member of the Magellan Exchange, which offers approved faculty members the opportunity for short-term professional development and research collaboration at member institutions (<http://www.magellanexchange.org/Faculty/Faculty%20Explore.aspx>). Faculty and staff should be encouraged to pursue such opportunities, and developing a centralized place where faculty and staff can learn more about existing opportunities should be made a high priority.

*What are the positive aspects of the action plan?* This action would require a commitment of staff time.

*What are the negative aspects of the plan?* None

*What would be a good procedure to implement the action plan?* Assign a staff member in Global Connections to oversee the development of this information and advertise it broadly on campus.

*What are the costs and resources necessary for initial implementation and continuing implementation?* Publicizing international opportunities costs little to nothing in additional direct costs. The development and maintenance of a site that provides current information will, however, require a commitment of staff time.

*How many students (or members of the campus community) will be impacted?* All members of the campus community would benefit from learning more about potential international opportunities.

*How might the impact be measured?* We could track the number of faculty and staff that take advantage of international opportunities discovered through the website.

## Subcommittee 5

**Charge:** Since many internationalizing efforts involve effective advising, explore ways to improve advising for UWRF students. Such explorations may involve recommendations for international advising faculty development, for creating department-specific advising guides for students, for on-going introductions to best advising practices at new faculty orientations. Make recommendations to the Steering Group by October 30, 2012.

**Core Membership:** Cecilia Bustamante (CAS); Charlie Corcoan (CBE); Sylvia Kehoe (CAFES); Megan Learman; Lissa Scheneider-Rebozo; Lori Swanson (CEPS); Rich Wallace

**Chair:** Sylvia Kehoe

**Steering Group Liaison:** Megan Learman

The charge assigned was to explore multiple ways that faculty and staff could be helped to incorporate (or better) the quality of advising of students in their international endeavors. The charge was very broad and the committee focused on the development of two advising sheets: one that would include general guidelines for international experience and one that would include specific guidelines for each college or department.

### 1. What are the positive aspects of the action plan:

Developing advising guidelines will improve faculty and staff knowledge of opportunities and specific advising of students for their college. This will be done in collaboration between Global Connections and specific departments and/or colleges to make the international recommendations as specific as possible to individual majors. This will enhance student awareness of international experience possibilities.

Advising students with an interest in international experiences can be stressful and time consuming for the advisor. By providing guidelines, not only will the advisor be able to talk through the specifics of an international experience with confidence and clarity, but the student will be able to access this online

in order to think about it later when they are not so overwhelmed by class registration and other information discussed during the advising session.

## **2. What are the negative aspects of the action plan:**

The only negatives to this plan are commitment of time and resources. Otherwise, only knowledge and awareness is gained from these advising sheets for both advisors and students.

## **3. What would be a good procedure to implement the action plan?**

- a. Develop a general study abroad guide for advisors.
- b. Work with departments and colleges to develop major-specific and general education advising sheets.
- c. Make sure departments do a yearly review of these sheets during their first departmental meeting.
- d. Develop an online bank of these sheets. This would be part of the Global Connections website and would include course listings for Study Abroad programs and equivalencies to UWRF classes (as discussed within majors and colleges).

## **4. What are the costs and resources necessary for initial implementation?**

The development of these sheets would be time-intensive. Sheets would be handed out during the week of welcome in the Fall, possibly at the opening meeting. After that, all resources would be online however the first sheet would require copy costs. Faculty time would also be a resource needed since these sheets should be as major-specific as possible. The creation of the website will be supported by Global Connections staff.

## **5. What are the costs and resources necessary for continuing implementation?**

Maintaining the website, yearly review by the academic department, and yearly printing of the sheets for Fall commencement. A new staff position for advising Education Abroad students would be beneficial.

**6. How many students (or members of the campus community) will be impacted?**

Every student that is advised and every advisor will be impacted by having access to this resource.

Potentially over 12,000 people will be impacted 😊

As an added impact, the new Falcon Scholars program will be a new challenge to the advising workload. Because these Scholars have access to funds for either research or travel, many of them will want to explore both with their advisors. A worksheet and online resource will greatly enhance these advising meetings and ensure that the Falcon Scholars program is a success.

**7. How might the impact be measured?**

This is difficult with this kind of endeavor. One way to measure impact would be to embed a website counter on the website with online advising sheets to determine how many students and advisors are using this site. Another may be to correlate the number of students going abroad with departments that have developed sheets. A survey should be conducted at the end of the year for advisors that are using these sheets and the website in order to determine how much they are used, how effective they are, and to improve them.

## Subcommittee 6

### Internationalization Lab Subcommittee on Establishing a Confucius Institute

#### Research and Proposed Action Plan

This subcommittee was charged to “(L)ook into the feasibility and advisability of establishing a Confucius Institute at UWRF” and to make a recommendation to the Steering Group. The following are the results of our committee’s research and our response.

**Confucius Institutes** are non-profit public institutions aligned with the Government of the People’s Republic of China. Confucius Institutes promote Chinese language and culture and facilitate cultural exchanges. Confucius Institute headquarters are located in Beijing, and the program is overseen by the Office of Chinese Language Council International (Hanban), an organization affiliated with the Ministry of Education and the United Front Work Department. Confucius Institutes operate in cooperation with local affiliate colleges and universities around the world. Financing of Confucius Institutes (CI) is shared between Hanban and the host institutions. In 2011, the Confucius Institutes around the world made remarkable achievements, with steady development and positive trends for future growth. By the end of August, 2011, 353 Confucius Institutes and 473 Confucius Classrooms (partnerships with secondary schools and school districts) had been established in 104 countries and regions in the world ([http://english.hanban.org/node\\_7716.htm](http://english.hanban.org/node_7716.htm)), with 78 Institutes and over 100 Classrooms located throughout the United States. An interactive map of the Confucius Institutes in the U.S. can be found at [http://uscpublicdiplomacy.org/index.php/research/ci\\_map/](http://uscpublicdiplomacy.org/index.php/research/ci_map/).



## 1. Positive aspects of establishing a Confucius Institute at UWRF

Confucius Institutes take a variety of forms depending on the needs of the host institution and its community. Educational programs and courses at CIs in the United States have included: university-level language instruction; culture courses (e.g. Chinese music and performance arts appreciation and teaching); professional development services for teachers of Chinese as a foreign/second language; K-12 language instruction; K-12 after school programs; summer Chinese language courses; summer camps; Chinese co-curricular/extra-curricular events; community outreach including lectures on culture, business, and language; and partnerships with the business community to advise individuals who wish to study, travel, or do business in China.

Some potential points in favor of our ability to establish a CI at UWRF:

- Hanban provides between \$100,000 and 200,000 start-up funds for new CIs. Matching funds are expected from the host institution (which can be provided in the form of salary, housing, etc.).
- We have a long and deep (30 year) relationship with Zhejiang International Studies University (ZISU), which would be a logical choice for our partner institution in China. However, although we can request ZISU as our partner institution, Hanban is the sole decision maker in this regard.
- There are a number of K-12 institutions in our area that do have some Chinese language instruction already (Amery School District, Grantsburg School District, Hudson School District, Somerset School District), and therefore these schools may be particularly interested in the cultural programming a UWRF CI could offer them. (For reasons stated below, however, it would not be possible to offer K-12 instruction in Chinese language or culture.)
- Housing a Confucius Institute would go a great distance toward realizing the Chancellor's vision of UWRF as a distinctive global Campus. Establishing a Confucius Institute at UWRF would capitalize on existing programs, including our new Asian Studies minor, our Chinese language program, and the Experience China program. Having a CI on our campus would likely increase the number of students, faculty and staff participating in these programs.

## 2. What are the negative aspects of the action plan?

Some potential negatives/hindrances to establishing a Confucius Institute:

- There is some question as to whether UWRF would be accepted by Hanban as a Confucius Institute, given the proximity of other CIs in our area. UW-Platteville has one, as does the University of Minnesota. UW-Madison is said to be preparing for application as well. We have not been able to determine in our conversations with various constituents whether this would hinder our chances significantly.
- There is no guarantee that UWRF would be allowed to partner with ZISU. In some cases, institutions are simply assigned a partner institution in China. As ZISU is currently working on setting up a CI in Africa, it may be that Hanban will not consent to their partnering with another institution in the U.S. at the moment.
- Though there are a number of K-12 schools in our area that might be interested in cultural programming offered by a UWRF CI, an updated Policy Directive issued on May 25, 2012 states that exchange visitors may no longer teach in primary or secondary schools. This would severely limit any outreach or partnerships to K-12.
- By all accounts, establishment of a Confucius Institute is an immense amount of work. In conversations with staff at Confucius Institutes at UW-Platteville and University of Minnesota, this was stressed a number of times. (See below for more specifics about workload.)
- Without sufficient resources and staffing, the CI is not likely to thrive. UWRF will have to decide if East Asian studies is a serious enough commitment for our campus to make such an investment of money and resources. (Again, see below for details.)

## 3. What would be a good procedure to implement the action plan?

The first step toward implementing the action plan would be to determine the level of financial support the University administration is willing to give to this initiative. Though Hanban offers around \$150,000 initiating fee for the CI office, the host institution is expected to provide matching funds. In following years, Hanban and the host institution theoretically share in half the maintenance fee. UWRF will have to decide first and foremost whether it is willing to make such financial commitment.

If UWRF decides to proceed with application to house a Confucius Institute, the next step is to apply to Hanban ([http://english.hanban.org/node\\_7879.htm](http://english.hanban.org/node_7879.htm)). Information to provide in the application includes our plan, support from UWRF, our current Chinese program situation and future plan for the program. Hanban will then organize a delegation to come for inspection to determine UWRF's degree of readiness, including facilities and venues.

#### **4. What are the costs and resources necessary for initial implementation?**

Initially, anywhere from \$100,000-200,000, with matching funds from Hanban. UWRF's financial contribution could include salaries for CI staff, housing for faculty coming from Hanban, office space, IT support, etc.

To take two local examples, CI staff at the University of Minnesota include: one American director, one Chinese director provided by Hanban, two graduate assistants, and two student assistants. CI staff at the University of Platteville include: Dean of CI (25% appointment), Director (percentage appointment has varied from 25-50%), and assistant director (Chinese-speaking), 60%. In the case of UW-Platteville, Hanban had been sending a director as well, but as the U.S. State Department recently changed its policies on J-1 visas, they no longer send that person.

In addition to the staff on-site, Hanban sends faculty who generally rotate every two years. These faculty are generally Ph.D.s in language, and have trained in the Chinese system with a very formal, lecture-based style. It may be that resources will need to be devoted to acculturating faculty sent from Hanban so that they have a good chance to be successful teaching language and culture to a Western audience.

The U of MN and UW-Platteville programs differ considerably in size, but staff from both programs consider their CIs to be understaffed. In particular, Marian Maciej-Hiner, Director of the CI at UW-Platteville, indicated that all of her staff put in a number of hours significantly larger than their percentage appointments would indicate, and that for this reason, working in the CI has “taken a toll” on all the staff involved. The subcommittee would like to emphasize the importance of providing adequate full-time staff if UWRF chooses to apply to establish a CI.

In terms of resources, Ms. Hiner also stressed that it is crucial to hire a director who speaks Chinese fluently. UW-Platteville has had a CI since 2008, and earlier in their existence Hanban’s correspondence was generally translated into English. However, recently Hanban does not translate its correspondence before sending it to the CIs, and it is anticipated that this is to be the norm for the foreseeable future, especially given that Hanban is opening up more and more CIs and likely will have less and less time to translate their documents.

### **5. What are the costs and resources necessary for continuing implementation?**

In theory, costs necessary for continuing implementation are anywhere from \$100,000-200,000 per year, again with matching funds from Hanban. We have been cautioned by Marian Maciej-Hiner, Director of the Confucius Institute at UW-Platteville, that Hanban’s financial support has been less than their “match” in recent years. Hanban’s plan is to have 500 CIs in the U.S. by 2020, and it is anticipated by some that they will be less and less generous with funds to individual CIs as a result. Moreover, Ms. Hiner indicated that Hanban does not like to pay for staff, so any staff salaries will likely need to be paid by UWRF.

Another thing that Ms. Hiner stressed is that the bureaucratic end of their working relationship at Hanban has been quite challenging (a fact which has implications for resources and continuing implementation). For example, every year that UW-Platteville submits their budget to Hanban, it is asked for in a different format. The process of submitting these budgets is quite time-consuming and needs to be redone/relearned every year. Every effort to make it a seamless process is thwarted by format changes. In effect, every budget has to be done twice: once for internal purposes, and the other in the newest Hanban format.

In addition, Hanban has begun requiring a self-assessment, a five-year plan, and a development plan. There is a huge amount of requests for information from Hanban, and they are often last-minute requests.

Another expense that is likely to increase is travel expenses to China. Meetings with Hanban and travel to conferences and the like are becoming more frequent requirements of the CI directors. These trips are difficult to cover in budget requests because they often are scheduled at the last minute.

Platteville is still getting support from Hanban. However, they are getting less than their match. Moreover, Hanban is not always timely with giving them their budget. For example, they did not get their 2012-2013 budget until the end of July 2012, and the amount was less than they had requested. This makes planning extremely difficult. Again, it is anticipated Hanban will be less and less generous with funds to individual CIs as a result of their goal to increase the number of CIs worldwide. This underscores again the importance of UWRF's financial commitment to ensure a future CI's ongoing viability.

## **6. How many students (or members of the campus community) will be impacted?**

Given a campus culture that embraces it and incorporates it into the life of the community, a Confucius Institute at UWRF could conceivably affect everyone on campus and significantly impact St. Croix Valley. Increased Chinese language classes, co- and extracurricular cultural programming would grow the Asian Studies program. UWRF would likely see an increase in Asian Studies minors, students of Chinese language, participants in the new Experience China program, and students going to Asia in general. All students, faculty, and staff on our campus would have many opportunities to be exposed to Chinese language and culture in a variety of ways. Programs within all Colleges would have the opportunity to incorporate the CI's cultural programming in their classes. Community outreach programming would affect River Falls and the St. Croix Valley, and could affect the business community through programming to help them understand Chinese business and professional culture.

## **7. How might the impact be measured?**

The impact could be measured quantitatively by tracking numbers of students in Chinese language, Asian Studies, and the Experience China program, as well as tracking number of participants at co- and extra-curricular events sponsored by the CI. The CI could periodically administer surveys to the campus to gauge the impact its presence has had on the intellectual life of the community.

## Subcommittee 7

Proposed Action Plan Submitted to the ILab Working Group, October 2012:

*We will enrich the scope of the university's international agenda by enhancing education in international development through the creation of a UWRF Center for International Development (UWRF-CID). UWRF is well positioned to do this, as the university can build on the already existing programs and activities offered by the UWRF Association for International Development (UWRF-AID).*

Through this proposed action plan, we will advance knowledge and interest in the development of Asia, Africa, and Latin America through collaboration and support of research, teaching, and other educational endeavors. We will begin with our existing core of highly dedicated faculty and colleagues, and expand our numbers through directed but informal social events where like-minded faculty and staff are invited to learn more about each other and our potential to collaborate on common themes. From there, beyond our specific objectives highlighted below, our potential endeavors are endless.

Collaboration enables colleagues with similar research agendas to work together on research with Asian themes. Or, it allows faculty with African contacts to create global research partners for their colleagues with specific African interests. Agricultural faculty with consulting experience in Latin America can assist Arts and Science faculty in developing study abroad programs in that region. Staff members who are well-educated in diversity education can help an economics professor establish a heritage-seeking program in Ghana for African American students and their peers. A political science professor can assist an economist in a panel discussion following a video on U.S. and Chinese relations. An instructor informed about the development option in International Studies receives collegial support to develop a new course on Africa, and interest in an African regional studies option is triggered. An education student studying abroad in Uganda decides to return there for her first teaching job. A Hmong student may study abroad in Southeast Asia and be inspired to open business links as a senior economics student.

We will work in synergy – enthusiasm by one matching the expertise of another; energy by new faculty matching experience of the more-seasoned. Sparks ignite energy, and energy creates dynamism among faculty, staff, and administrators. Faculty enthusiasm translates into student activism – active learning with the goal of making change. In time, our goals move beyond our faculty and students to the broader community, to a larger network of educational institutions, and ultimately, to the people of developing countries themselves. By that point, our Center for International Development will act as a regional resource hub for global education focused on the world’s developing countries. When a policy issue arises, our director will be interviewed on the local news; our founder will be interviewed on the PBS NewsHour. The University of Wisconsin – River Falls will become well-known – to government agencies seeking consultants, to faculty seeking fulfilling careers, to idealistic U.S. students with international interests, and to developing-country students seeking an education that will enable them to come home and make a difference in their world.

This is what we mean by collaboration. Our collaboration broadens and deepens our teaching, our research, our curriculum, our students’ active learning – in short, our university’s global education.

#### 1. What are the positive aspects of the action plan?

The positive aspects of the action plan proposed here are many. First, the initiative supports the goal of *Global Education and Engagement* through collaboration, among faculty, staff, and students, as described above. The examples of collaboration involve research, curriculum development, teaching, active learning, and other educational endeavors. The areas of collaboration are endless, but all entail enthusiastic faculty brought together by similar interests and given the opportunity to seek their objectives with the mutual support of members of an organization that serves as a faculty-driven catalyst and forum for international development.

Second, the attributes that make UWRF uniquely situated to be a successful Center for International Development *are the same* as those features that assure our proposal has a very broad university-wide impact. The activities the Center will engage in all pertain to university-wide events and beyond. UWRF-AID has always



drawn faculty from all of the colleges on campus. In fact, it is the university-wide nature of the organization that provides it with the unique opportunity for becoming a regional leader in the area of economic development. Specifically, UWRF includes a College of Agriculture, Food, and Environmental Science (recognizing that agricultural development is a key area for most developing countries, and that our agricultural colleagues have much experience as consultants and field workers in development); a College of Business and Economics of which at least half of the faculty are from developing countries or work to improve conditions in developing countries; a College of Arts & Science that includes key areas in development (anthropology, sociology, history, modern languages, the sciences, etc.); an International Studies Major with a development option and regional studies options in Asia and Latin America; and a College of Education & Professional Studies that extends new teachers to foreign countries.

Third, AID's current members and associates are particularly diverse in race, ethnicity, religion, and nationality, as well as gender. (Some of the most astonishing outcomes in development are coming in the area of *women in development*.) Additionally, a newly formed student group, Student-AID, was established within the last two years. The students of Student-AID were self-selected. That is, three students approached us separately to ask about forming a Student-AID group. One student is a female Caucasian, one young man is from Somalia, and one is from Ethiopia. While these students leave and others have already begun to replace them, and while they continually expand and alter their membership, it is nevertheless clear that diverse students are interested in the group. Finally we have tried to increase the participation of minority students in study abroad programs in developing countries, including their participation in "heritage-seeking" programs, with the use of Race and Ethnicity grants. The proposed Center will build on and be strengthened by this diversity.

Finally, and perhaps most importantly, this proposed action plan also moves UWRF in the direction of being a truly global campus. International activity on many campuses focuses primarily on international coursework, study abroad, and "modern" language education. However, many of these campuses ignore the nearly four-fifths of the world's population that lives in the developing countries in Africa, Asia, and Latin America. Becoming a global

campus entails a broader scope to include regions outside of the traditional core. The UWRF Association for International Development has sought to initiate and/or support a large number of campus-wide programs involved with the developing world, including a video and discussion series, an annual World Food Day program, study abroad programs in developing countries (including “heritage-seeking” programs supported by national student grants), participation in International Education Week, a "development" option and regional studies options within the International Studies Major, campus presentations on international development, and an annual workshop on International Development.

## 2. What are the negative aspects of the action plan?

Although not necessarily a negative aspect of the action plan, the need for a time release for a Center director and possibly co-director might create some challenges for the university given the funding climate. However, we strongly feel that providing the director of the Center with time that he/she can devote exclusively to the strengthening of the Center is essential for its success and for the success of the universities global agenda.

In addition and linked with the previous issue, UWRF-AID has struggled somewhat in the past with generating and sustaining interest among students and faculty. However, even a small number of enthusiastic members can accomplish a lot. Similarly, we’ve always believed that more can be done by a group of enthusiastic and dedicated members who collaborate to determine what WE WOULD LOVE to do, as opposed to a committee or group of administrators that collaborates to determine what they think OTHER FACULTY MEMBERS SHOULD DO. Again, we strongly believe that with someone who has a portion of time dedicated to the Center, we will be able to create the kind of activities that generate and sustain the interest of faculty and students both on and off campus. UWRF-AID has always been a faculty-led and faculty-driven group and that is what has and will continue to sustain us as a Center.

## 3. What would be a good procedure to implement the action plan?

Our progress will be measured in steps.

- The first step is to expand our core numbers by bringing together current and new members in the form of gatherings that include our annual workshop, but also include directed but informal social events where we learn more about each other and our potential to collaborate on common themes. In the past, members were recruited through mailings and invitations to annual workshops, and a list-serve of up to one-hundred associates was established. The number of active participants was much smaller, however, and new outreach is now seen as necessary to attract interested faculty and staff. While annual workshops and/or meetings may indeed play a role, it is believed that more imaginative methods will be used as well. Success here will be measured not so much in terms of numbers of participants, but their level of enthusiasm and commitment to our goals. Specifically, we will hold: One social event in each of Fall and Spring semesters, 2013-2014 (our target is 10-20 participants), and one workshop at the beginning of Fall 2013 (with a target of 10-20 participants).
- To build its membership and make others aware of its existence, the Center for International Development will need to actively publicize its presence. We propose a mailing to all faculty and staff that 1) announces the establishment of the Center, 2) provides a description of its mission and goals, as well as its place within the University's strategic plan, and 3) serves as an invitation to a major event that is part social and part educational. This "Grand Opening" event will be well-publicized to the broader community, which will be invited to the event as well.
- Student-AID is interested in working along-side the core group in enhancing education in international development. This group was entirely student-initiated, with its level of involvement depending on the ebb and flow of student leaders and members, as well as the strength of their relation to the core faculty group. While meetings between both groups have been useful in the past, there again seems a need to vitalize the membership and relationship through a variety of educational and social events. We will contact members of Student-AID and hold a meeting to determine mutual activities and ways we can assist each other. Our target timing is November 2012. We will hold one event with Student-AID during 2012/2013 (either a new event or one already being planned).
- At the same time, we will maintain our presence (and publicize our organization) through our educational events. We have been most successful with our video series on international development, which we will continue with new ideas of updating our videos and obtaining well-informed discussants and panelists (including students and faculty who are from the featured countries). We are currently sponsoring a video series with three videos scheduled for Fall 2012. We will target two additional videos, along with faculty and student discussants, in a Spring 2013 series. Our goal is audiences ranging from 50-70 members. We also plan to continue our successful World Food Day programs, and potentially brown bag seminars and other presentations. We will sponsor a small World Food Program on Oct.16, 2012; and a larger program for Oct. 2013. Our targeted audience this year is 80 members.
- We will feature a Grand Opening event for Spring 2014, when the Center for International Development will be officially inaugurated. The event will be part social and part educational, with the entire university and local community invited. This will serve to highlight our presence, introduce our associates, promote our activities, attract new members and audiences, and inspire and dignify the intentions of all of those

interested in international development. Longer-term benchmarks depend on the specific objectives of our broader membership. These include the following:

- Create greater curricular support for the International Studies Major, and specifically for the development option and regional studies in Asia and LatinAmerica options. Possibly expand course offerings on Africa (by one or two) and establish an African regional studies option.
- Once our campus and community presence is soundly established, we would like to expand our collaboration to the broader Twin City and UW-System educational institutions. We envision a list-serve connecting interested faculty and staff that will mutually inform all members of common research interests, programs, conferences, grants, and so on. Assist Student-AID in expanding its activities to the Twin Cities metro region.
- Ultimately, we will establish a regular conference that will bring together researchers and activists in the field, and to publish a “proceedings” on presented research. As part of this conference, we will include invited experts in the study of international development to campus.

#### 4. What are the costs and resources necessary for initial implementation?

We have EXCELLENT facilities; as such the initial costs should be relatively low. UWRF-AID has usually used the Alumni Room for its Annual Workshops, and the group has used the spacious and attractive Global Connections area for other activities. Now the group also is able to use the Kao house, which provides a beautiful environment for social activities that serve to enhance the cohesiveness of the group.

In addition, we also have the strong dedicated core of self-driven faculty and associates. What we need is the minimal resources to facilitate them. Other than reassigned time for a director and possibly a co-director, we do have financial need to cover the costs of mailings, posters, use of the Kinni Theater, letterhead paper, video purchases, etc. These have always been funded by the Faculty Development Board through the Institutional Enhancement Grant, as well as other grants. Also, we can do a lot with very little money, though it would preclude expensive items such a video purchases and community mailings. (We have enough experience to know which expenditures are most cost-effective and which ones are not.) Finally, we do have an account with the Foundation, so at some point, this can be an avenue for funding. [Also note that finances might improve if our director would have time to write various grants, including the Ciber Grant (internationalizing business schools) and the Race and Ethnicity Grant (encouraging study abroad my minority students.)

#### 5. What are the costs and resources necessary for continuing implementation?

The group is seriously impaired by limited university support in the form of reassigned time for the director and perhaps a co-director of AID. We can continue with a small number of activities, but the strain and burnout of the directors will definitely limit what we can achieve. In addition, while a number of small grants have supported our activities in the past, the problem is, of course, that there is no guarantee that we will continue to have these funding sources and a more permanent source of funding would be more reliable. To ensure the sustainability of the UWRF-CID in the long-term we would need institutional support. In order to expand the campus focus on international development, we would also require the commitment of various colleges and the university to hire new faculty who are conducting research and/or teaching in the area of international development.

6. How many students (or members of the campus community) will be impacted? (very important) The inclusive nature of our group is natural, and goes beyond our membership from all colleges. We have international faculty, staff, and associates, many of whom are from developing countries, who act as members, presenters, and discussants, thereby serving as an important source of information for our students. They also serve as role models for students from similar regions. The potential impact of UWRF-CID in terms of the number of students touched is thus far reaching. First, with institutional support the Center could reach far more students through the already existing programs offered by AID such as the biannual film series and the World Food Day activities. Currently, the typical attendance at the film series is anywhere from 20-30 students, faculty, and community members. With the establishment of a Center and the committed focus of a director and co-director, we envision attendance in the range of 50-70 students, faculty, and community members. Second, through the hiring of new faculty, the development of new courses with a focus on Africa and international development, and a center to recruit students into the International Studies major, we could reach hundreds of students within a few short years.

#### 7. How might the impact be measured?

Success will be measured in a variety of ways based on where the Center is in terms of the timeline outlined above. Initially, success will be measured in terms of the number of new members (both faculty and students) expressing an interest in international development, their level of enthusiasm and commitment to our goals, and attendance at a variety of activities. Overtime, success will be measured in other ways including the establishment of and membership in the regional listserv connecting faculty and students at UWRF with faculty and students in the Twin Cities Metro area, as well as to other universities in the Wisconsin system; the hiring of new faculty committed to research and teaching in the area of international development; and the success of the annual international development conference. Additionally, we hope to expand the number of students in the International Studies major by 20% within five years of the establishment of a Center.

*We could do much more as a university-supported Center for International Development, to the point where our campus will become a regional model in education in international development.*

**Subcommittee 8**

ILab Report from Sub-Committee #8: International undergraduate research/internship opportunities, including international science fellowships.

Charge: Explore opportunities to increase international undergraduate research and internship opportunities, including an International Science Fellowship.

**Narrative:**

The sub-committee has examined some of the programs and options available for encouraging international opportunities for undergraduate research or internships. We were quite surprised at the number and diversity of programs available. There are opportunities available in nearly every discipline. The initial charge of this sub-committee focused on science opportunities, but we now realize that there are extensive opportunities for students and faculty in nearly every discipline.

In the past, UWRF has not taken much advantage of existing programs to place students internationally. Instead, most opportunities have come about by peer-to-peer connections between UWRF faculty and specific colleagues abroad. We are optimistic that UWRF can substantially increase the number of students performing research or internships abroad with a relatively modest investment of resources.

The sub-committee recommends that we make better use of existing international programs and provide more support for faculty to generate peer-to-peer opportunities.

Fulfilling these recommendations will require resources, particularly some personnel time. It is not clear to the sub-committee whether this effort should be administered through the Global Connections Office or whether it should be a part of the newly established Undergraduate Research, Scholarly and Creative Activity (URSCA) Office. We do believe that it is important to have a clear and distinct administrative existence for promoting international URSCA, regardless of where it is housed.

Specific actions:

- ii. Participate in existing programs for international research or internships. This would not require UWRF to create a new program, nor would it necessarily require UWRF to enter into any formal agreements with existing programs, although that may become advantageous.
  - a. Staff time will be required to gather and keep up-to-date information on existing programs.
  - b. Construct and maintain a web presence to provide access to the existing programs. For some examples, examine the webpage maintained by the Vanderbilt University International Office, <http://www.vanderbilt.edu/vio/resources/internships.php> or the searchable directory maintained by the Michigan State University Broad College of Business, <http://globaledge.msu.edu/international-internships/>.
- iii. Develop peer-to-peer opportunities between UWRF faculty and international colleagues.
  - a. Examine the possibility of incorporating URSCA abroad as part of the teaching load for UWRF faculty participating in Wisconsin in Scotland, Wisconsin in China or the International Traveling Classroom. It is possible that peer-to-peer contacts would enable faculty and accompanying students in these programs to participate in URSCA on-site in collaboration with international colleagues. Making this a part of the official faculty load would provide significant incentive for developing contacts and recruiting students for the trip. This may also make participation in programs such as Wisconsin in Scotland more accessible to faculty who would otherwise not be able to assemble a suitable full load of courses to teach on-site.
  - b. Work with the Grants Office to specifically identify and promote opportunities for generating funding of international research for undergraduates, such as the National Science Foundation International Research Experiences for Students (IRES) program, <http://www.nsf.gov/pubs/2012/nsf12551/nsf12551.htm>.
  - c. Work with Faculty Senate and Administration to ensure that the time and effort required to set up international opportunities for URSCA are recognized and given due credit.
  - d. Encourage development of peer-to-peer contacts for URSCA by encouraging it as an aspect of sabbatical proposals.
  - e. Consider developing endowed chairs with a specific focus on setting up international URSCA opportunities.



- iv. Promotion and support of participation in international URSCA/internships
  - a. Gathering information onto a user-friendly webpage is insufficient to ensure that students and faculty will stumble into it on their own.
  - b. Promote the international programs with students at venues like the Study Abroad Fair, as well as making them a standard point of reference for Global Connections and the URSCA Office.
  - c. Develop scholarships or fellowships specifically targeted at supporting international URSCA. We expect that there are alumni and friends of UWRF who would find this a very appealing project to support.
  - d. Educate faculty about international programs for URSCA, so that they can encourage students to apply. This might be accomplished during some faculty development activity.

#### Summary of Action Plan

We propose that Global Connections and the new URSCA Office collaborate in providing connections to existing international URSCA/internship programs, develop resources to enable faculty to generate peer-to-peer contacts for international URSCA/internship opportunities, promote these resource to students and faculty and provide administrative oversight including assessing the impact of the programs.

#### *1. What are the positive aspects of the action plan?*

The proposed actions should provide a more cohesive approach to connecting students and faculty with international URSCA opportunities, reducing duplication of efforts and facilitating new opportunities for students and faculty. Providing easy access to information on opportunities and actively promoting opportunities should expand the number of campus members impacted by international URSCA/internships.

#### *2. What are the negative aspects of the action plan?*

The proposed actions would add to the burden of responsibilities of the URSCA office and Global Connections.

*3. What would be a good procedure to implement the action plan?*

Ascertain which office will assume primary responsibility for the proposed actions and ensure that they have the resources necessary for implementation. See the main narrative for more detailed suggestions on each action.

*4. What are the costs and resources necessary for initial implementation?*

The proposed actions dovetail well with the extant responsibilities of the URSCA office and Global Connections; however, additional staff may be needed during the initial research phase as information on existing opportunities and programs is gathered. Some assistance in making the information accessible on the web and designing promotional materials will also be needed.

*5. What are the costs and resources necessary for continuing implementation?*

Maintaining the accuracy of information on existing opportunities and programs will require staff time, albeit perhaps not quite as much as during the initial research phase. Once the information is formatted for electronic and print distribution, it will occasionally need to be redesigned to keep the appearance as fresh as the content.

*6. How many students (or members of the campus community) will be impacted?*

Estimating the number of faculty and students presently participating in international URSCA is difficult, as not everyone remembers to report their participation to Global Connections. However, the sub-committee members are personally aware of approximately a dozen faculty members who have mentored students with international URSCA opportunities, with perhaps 20 students per year participating. The actions proposed by this sub-committee have the promise of increasing the participation of both faculty and students substantially. We think that promoting the idea of international URSCA across many disciplines will make this a very attractive option for our students.

*7. How might the impact be assessed?*

Measuring the impact of these actions is an interesting challenge. The sub-committee discussed options for impact measurement at some length. It could be something as straight forward as internship/contact hours, or as complex as using semiotic survey tools to examine self-reflective reports or journals written by students. The complexity of the measurement instrument depends on the resources and staff time allocated to that task.

## **Subcommittee 9**

### **Subcommittee #9**

#### **Improving Processes for Recruiting and Admitting International Students**

##### **Recommendations**

1. A 6-12 month intensive and continuous English transition program is preferable. An additional instructor will be necessary to deliver support to students at the low intermediate level, but it is difficult to justify with 14-15 current students in the program. Sister institutions could provide benchmarks, and overseas student/parent focus groups would inform future planning.

2. Sister institution relationships with high schools, colleges, businesses, government agencies, and other organizations are important. From now on, a minimum of 10 students must be involved for new agreements to be formed. Equipment training provides opportunities, along with short courses for businesses.

3. Exchanges, +1 programs, seeking better students (who tend to have English skills), the TESOL graduate program, and sending our students abroad to teach English are all ways to raise the university's profile with potential students.

4. International students and partners expect tuition adjustments similar to competitors. Affordability, efficient English courses, and tuition adjustments seem to be the competitive deal-makers or deal-breakers. The UWRF focus on revenue to be generated from international programs is not universal among competitor schools and may need to be re-examined from a competitive perspective.

5. Advance registration requests might make the process easier for all international students, not just certain categories. It may be awkward to have students make the course request if they will need ELT help, but the request status – no guarantee – could be emphasized. Some exchange students do eventually stay.

6. International point advisors in each College would be helpful. In CBE (Ellen Schultz) and CEPS (Mike Martin) the point persons will likely be the professional advisors, but A&S and CAFES will probably require a more extended discussion.

7. Allowing some first year students to live off-campus could facilitate more international students and more diverse domestic students with food restrictions. However, it may lead to less integration with the rest of campus. Clear, accurate, and complete food labeling in on-campus food service is crucial.

8. Social media could be used by ELT and other programs to market themselves. Low out-of-state tuition rates could be contrasted to the 'discounted' rates at competitor institutions.

9. Service-based pricing of ELT and other programs could allow more instructors to be hired as more students are served.

**Subcommittee 10****Transportation Subcommittee****Suggestions****Committee Members**

Lisa Kroutil

Paul Shepherd

Ozcan Kilic

**Charges**

Investigate previous efforts to establish and look into a way to create regular, recurring transportation to important Twin-Cities destinations.

**Discussions and Results**

Several issues were discussed during the Transportation Subcommittee meetings. UWRF students and in particular international students may have transportation problems to our campus and from our campus to surrounding areas.

The international students lack on orientation regarding transportation and are poorly integrated with our domestic students. The integration or isolation might trigger the transportation problem as well. It is expected that better integrated students seem to find transportation opportunities provided

by their American friends. Getting our international students connected with their peer American students becomes very important.

The transportation needs may vary and are mainly event based needs. Their event based needs are addressed by a private contractual transportation company. There is also a car rental service available for their personal transportation needs. Considering the number of international students (currently 91), a major transportation overhaul leading into a regular, recurring transportation doesn't seem to be rational at this time.

No action has been taken to solve the transportation need in the past, besides a survey conducted by the Metrotransit Company. It wasn't considered as feasible to introduce public transportation to and from the campus.

### **Suggested Action Plan**

1. Get the student senate be involved in this issue.
2. Get the city be involved in solving this problem, since transportation to River Falls is also impacting the community.
3. Develop a better mentoring program for international students, so that they are better integrated.
4. Erect and/or promote a board for travel and ride share opportunities for all students.

### **Positive aspects of the action plan**

This action plan may help the international students to be better integrated, so that they are in a position where their peer American students can support them in their various transportation needs. The travel and ride board will help to match students who have transportation needs with those who can provide transportation. The student senate being involved will resonate throughout the whole

student body, thus help address the issue on a bigger scale and not just a problem international students face.

The city being involved will create synergy in solving the problem in the long run.

#### **Negative aspects of the action plan**

The action plan is a short term solution considering the number of international students on UWRF campus. Once the size of the international has students reached a certain threshold, other long run solutions need to be identified.

#### **Procedure to implement the action plan**

No specific procedure can be recommended right now.

#### **Costs and resources necessary for initial implementation**

There are no costs to incur for right now. Refocusing the students' affairs efforts onto better integrating international students with their peers may lead to some costs, which has to be projected by that department.

#### **Costs and resources necessary for continuing implementation**

This has to be determined later.

#### **Number of students (or members of the campus community) who will be impacted**

Considering the international student body we have right now only 91 students.



**Subcommittee 11****Proposal for New Re-entry Process for Students Studying Abroad at UWRF**

**Subcommittee Charge:** Investigate further ways to make re-entry easy and the education abroad experience even more meaningful.

**The Current Re-Entry Process for Study-Abroad Students at UWRF**

Re-entry at UWRF varies by program. Certain programs, such as the Wisconsin in Scotland program, host specific sessions on re-entry for students prior to their departure from their host country.

These sessions are optional and designed to prepare students for some of the challenges they may encounter upon their return home. Beyond re-entry sessions, the Global Connections office offers opportunities for returnees to share their experience by volunteering at the Education Abroad Fair, offered each semester. Returnees can also apply to work in the Global Connections office as Peer Advisors, another role which allows them to more broadly share, and build upon, their experiences abroad. Lastly, the Global Connections office provides links to re-entry resources on the “Back From Abroad” portion of their website.

**Our Recommendation: Adding An Exit Survey and Learning Sessions for Students**

Our proposal contains two distinct elements. The first element is an exit survey/program evaluation added to students’ online application once they return from their experience abroad, as well as the development of further resources to be included on the Global Connections website regarding re-entry. The second element would involve sessions that cover a variety of different aspects of the re-entry process.

## Phase One: The Exit Survey

**Why do we need it, and what should it be like?** The exit survey/program evaluation allows students an important opportunity to provide feedback on their experience abroad. By providing students an opportunity to comment on their abroad experience, it provides a sense of closure to their experience abroad, whereas the end of their experience may otherwise feel abrupt and disjointed. The survey would be a combination of general feedback on the program, as well as some questions specific to whether they have faced any challenges, or surprises upon their return home. This information will help to inform future re-entry programming based on the experiences students are having.

**Who will take the survey?** All students participating in an education abroad experience will take this survey.

**Who will administer the survey?** The survey will be administered as a part of students' online application, by the Global Connections office.

**What would/should the survey ask – in a general sense?** The survey will ask general questions about students' experiences abroad (what was good, what was bad, etc.), as well as a few questions specific to students' re-entry experience and whether they have faced any unexpected challenges.

**What tool will be used to administer the survey?** The survey will be administered via the StudioAbroad tool that is used for students' education abroad application.

**Where will the survey be administered? (online, but where online?)** The survey will be housed within students' online application. This application is secure and contains elements for various phases of the education abroad experience including, pre-decision, while abroad, and returnee.

**When will the survey be given to students? – for students on which trips? How long after their return?** The survey will be given to all students with an online application in the UWRF StudioAbroad site. The survey will be deployed approximately 2-3 weeks after students' return. This period of time will allow them clarity on their experience to be able to provide an accurate evaluation, and also allow time for students to experience some of re-entry and be able to comment on any challenges they face.

## **Phase Two: The Learning Sessions**

**Why do we need them, and what should they be like?** The learning sessions provide a deeper opportunity for returnees to share their experiences abroad, and any challenges they may be facing as a result of the re-entry process. Oftentimes, students are unable to communicate the way in which their experience abroad has impacted them. The sessions also provide an opportunity for students to further develop skills they learned while abroad, and learn about new opportunities that may be available to them as a result of their abroad

experience. This development and learning helps students to fully maximize their education abroad experience. The sessions will cover a variety of topics and will occur more frequently at the start of the semester (when the majority of students have freshly returned from an experience abroad).

**Who will be invited attend the sessions?** All UWRF students who have studied abroad, at any point, will be invited to attend the sessions.

**Who will administer the sessions?** The sessions will be administered by the Global Connections office, with the likelihood that guest speakers from various departments (Counseling Services, Career Services, Student Life, etc.) would be invited in for different sessions.

**What topics or foci would/should the sessions address – in a general sense?** The sessions will address a variety of topics surrounding re-entry, including both the emotional challenges of re-entry and more practical challenges of re-entry.

**What resources will be needed to deliver the sessions?** The most significant resources needed for the delivery of these sessions are time resources in an individual able to organize, and host each session.

**Where should the sessions take place?** The sessions can take place in the Global Connections office, unless large group sizes dictate a larger space.

**When should the sessions take place?** The sessions will be offered in the evening throughout the semester.

### **Qualifications at UWRF**

The Global Connections office possess the expertise to organize the exit survey and learning sessions for education abroad returnees. The resources and expertise of various offices on campus, specifically Counseling Services, Career Services, and Student Life, would be utilized to enhance the learning sessions. All of these offices have expressed an interest and willingness to provide resources for re-entry.

### **Report Questions**

**1. What are the positive aspects of the action plan?** The action plan allows further opportunities for students to process their experience abroad, and thus provides deeper support during the re-entry experience.

**2. What are the negative aspects of the action plan?** This action plan would need significant personnel support, especially in terms of the learning sessions, to ensure the plan provides meaningful re-entry support.

**3. What would be a good procedure to implement the action plan?** The action plan can be implemented in two steps. The first step is to set-up the exit survey and widen the array of online resources available as these would not require a great deal of extra work for Global Connections staff. The second piece of implementation, the learning sessions, could be put into place at a later date after sufficient information has been gathered from the exit surveys to inform the

learning sessions, and to allow Global Connections staff adequate time to plan for the sessions.

**4. What are the costs and resources necessary for initial implementation?** The cost and resources needed to implement the exit survey are very minimal. There would be no monetary cost to develop, or implement the survey, and it would take a relatively small amount of human capital to build the survey within StudioAbroad. In terms of the learning sessions, the monetary costs of initial implementation would again be minimal, and would involve perhaps snacks for some of the sessions. The human resources needed for initial implementation, on the other hand, would be significant with an individual needed to organize and be present at all the learning sessions.

**5. What are the costs and resources necessary for continuing implementation?** The continued implementation of the exit survey would require personnel resources to monitor survey responses and ensure something meaningful is done with the data. The human resources needed for continued implementation of the learning sessions would continue to be significant, as someone would need to continually work on the organization of sessions to ensure they were meaningful to students.

**6. How many students (or members of the campus community) will be impacted? (very important)** Approximately 300 students per year study abroad at UWRF so this will be the minimum number impacted. Beyond this, however, student feedback on their experience abroad (gathered through the exit survey) will impact the faculty leaders of experiences abroad, as well as the experiences of future students who take advantage of these opportunities, as student feedback may inspire or influence change in various program aspects. The learning sessions have the

potential to impact the entire campus community by developing students who can more freely and confidently speak about their experiences abroad in a way that moves beyond their experiences on beaches or in pubs. This will help towards legitimizing the education abroad experience for any naysayers.

**7. How might the impact be measured?** The proposed actions will be assessed by rates of attendance/participation. Quick evaluations will also be issued at the end of each learning session to elicit feedback on whether the session was valuable and should be repeated in future offerings of learning sessions. This data will be shared with those responsible for organizing the learning sessions in the Global Connections office.

**Sample survey:**

Thank you for taking the time to complete this evaluation!

Evaluating your education abroad experience is one of the most valuable services you can provide the Global Connections office and future students who wish to study abroad. The Global Connections office takes your feedback seriously and will actively consider suggestions you make for future improvements. Your objectivity and carefully considered comments will help us to improve our programming and services.

1. How did you hear about education abroad?
2. Why did you study abroad? Why your particular program?
3. Did you receive Financial Aid for your program?
4. Did you receive the help you needed from Global Connections? If no, what could Global Connections do to be more helpful?
5. Did you receive the help you needed from other campus offices? If no, what offices did you

find unhelpful and what could they do to be more helpful?

6. Was the pre-departure orientation provided by the Global Connections office helpful in preparing you for education abroad? What could be improved to make it even more helpful?

7. Were your in-country program director(s)/faculty leader(s) helpful? What could these individuals do to be even more helpful?

8. What was your best experience while abroad?

9. What was your worst experience while abroad?

10. Overall, how would you compare what you gained abroad with what you would have gained in a comparable period of time at UW-River Falls?

11. Were you satisfied with the amount of contact with individuals from the country where you studied? Did the program staff and structure facilitate interaction with the culture where you studied? PROGRAM SPECIFIC.

12. How has education abroad influenced your understanding of the culture where you studied? In what ways has it influenced your perceptions of American culture?

13. In what ways has education abroad contributed to your personal growth? What were the personal qualities you found most useful during your time abroad?

14. If you were responsible for planning and implementing the program in which you participated, what changes would you make?

15. Before studying abroad, what didn't you know that you wish you had known?

16. What would you do differently if you studied abroad again?

17. Has your study abroad experience in anyway influenced your future plans (academic,



professional, personal). If yes, how?

18. Have you experienced any challenges related to your education abroad experience (transferring credits, reverse culture shock, etc.) since returning? Please describe.

19. May we use your comments in future publications? If you'd prefer we use some comments and not others, please indicate the question number(s) above that we can draw responses from for use in publications.

## Subcommittee 12

## Recommendation proposed by Subcommittee 16 – Staff Development on International Education

Our subcommittee was charged with reviewing a staff development program offered through Old Dominion and investigating the possibility of establishing a similar program at UW-River Falls. A review of the Old Dominion program can be found (<http://ww2.odu.edu/ao/humanresources/training/globalcertificate.shtml>).

After much research and discussion, our subcommittee (which includes Kathie Anderson, Rhonda Petree, Jennifer Sell, Gina Seveck and Jennifer Willis-Rivera) recommends the following proposal to implement a similar program at the University of Wisconsin – River Falls. We believe this program will develop leaders that can relate to global and local cultures and cultivate healthy individuals, relationships, organizations, and communities.

### IL Rubric for Prioritizing

#### 1. Is the concept examined in its positive aspects and are they well communicated?

Our plan incorporates all elements of the strategic plan and university tagline:

**Global** – The program emphasizes the importance of global education and ensures that all of campus is aware of global issues. **Innovative** – This opportunity would be unique, as not many campuses have this type of program. **Excellent** – The program provides and encourages all levels of faculty and staff with the opportunity to grow as a professional and an individual.

Students who return from their study abroad experience will gain from faculty and staff having a better understanding of their experience. We as a campus might be better equipped for hiring international students and there may be fewer miscommunications that may negatively impact their experience here.

#### 2. Is the concept examined in its negative aspects and are they well communicated?

There are costs associated with implementing this program. Below is an approximate annual budget for the program:

Online sign-up for classes – free program already on campus

10% Support Staff - \$4,500

On-campus speakers – (\$150 for a single speaker or divided amongst a group for ten sessions a year) - \$1,500

Off-campus speakers – Two sessions per year – \$3,000

Printings costs (for materials, marketing) - \$300

Room rental and technology - \$200

End of Year Reception catering - \$600

**Total - \$10,100**

Additionally, participating staff members would need to leave their jobs for 1.5 hours or so to attend.

This program could put additional burdens on resources, as well as people who may already be taxed.

### **3. What would a good procedure be to implement the concept?**

The program would run over the course of a calendar year. Each participant would have the option of completing five sessions (including the required course) for up to a year – while not duplicating courses already taken. They can start in either the spring or fall. The classes would be offered during the day, so it would be part of their workday. There should be some variance in dates and times so a variety of people can participate. Classified staff, unclassified staff and faculty are all encouraged to participate in the program.

Each participant must start with the mandatory first session, before they can begin taking other sessions. We recommend a summer version of the first mandatory session and then they would have a calendar year to complete the program. Here are the courses we recommend for the program, as well as their descriptions:

#### **Diversity I (required course)**

This session emphasizes the basics of global diversity. Faculty and staff will focus on developing an understanding of what diversity is, how diversity is understood globally, and how their own cultural understandings play into those perspectives. Learning objectives are, as follows:

- understand how various definitions of diversity impact relationships globally
- explore how people from multiple diverse categories are portrayed in the U.S.
- promote dialogue among diverse individuals, communities, and organizations. We seek to empower our faculty and staff by facilitating the development of skills that encourage replacing monologue with dialogue, fragmentation with connection.

### **Session One: Diversity II (offered once a year)**

This session will enhance self-awareness of diversity. Participants will:

- explore how our own understandings of “self” and “normal” might complicate communication among diverse groups
- create action steps that can be taken individually to improve our own interactions with diverse groups
- promote dialogue among diverse individuals, communities, and organizations.

We seek to empower our faculty and staff by facilitating the development of skills that encourage replacing monologue with dialogue, fragmentation with connection.

### **Session Two: Domestic, Multicultural Students and Communications (offered once a semester)**

This session emphasizes multicultural perspectives, authentic communication, valuing diversity, professional and personal empowerment, and enhanced self-awareness. Faculty and staff will focus on developing interpersonal, intercultural, and organizational communication skills that prepare them for the diverse student population that they serve at UWRF.

The mission of the “Communicating with Domestic, Multicultural Students” is guided by the assumption that culture permeates every level of communication (verbal and non-verbal). As a result of this session, participants will:

- gain practical skills, based on diverse theories and perspectives, for effective communication in multicultural contexts;
- be able to promote dialogue among diverse individuals, communities, and organizations.

We seek to empower our faculty and staff by facilitating the development of skills that encourage replacing monologue with dialogue, fragmentation with connection.

### **Session Three: International Students and Communications (offered once a semester)**

This session will address effective ways to communicate with non-native English speakers. Many students studying at the university level have very high language skills, while others may still be working on specific skills such as listening, speaking, or writing. As a result of this session, participants will:

- develop basic skills to increase effective communication with non-native English speaking students.
- gain awareness of specific difficulties that certain speakers may have as they acquire English language skills.

### **Session Four: Women and Culture (offered once a year)**

This session will explore the topic of women and culture, with a particular emphasis on the role of women in today’s society. The session will provide an international focus, with varying cultures and how they define women’s rights and opportunities. Topics addresses will include current issues of the day. Topics covered may include Women and Careers, Women and Education or Women in Society, of past and present.

Participants will:

- gain an understanding of different aspects of women's rights-oppression around the world.
- promote dialogue and raise awareness.

#### **Session Five: International Student Immigration Issues (offered once a year)**

This session is great for UWRF staff and faculty who advise international undergraduate and graduate students on academic programs and employment options, as international students need to meet certain legislative requirements. The session will cover such topics as course load requirements, reduced course load options, probation/suspension procedures, non-attendance, on-campus employment (work study vs. student assistance), off-campus employment (internships) and post-graduation employment. The session will also provide information on the English Language Transition (ELT) Program and will include helpful materials, as well as a fact sheet if related information. As a result of participating in this session, UWRF staff and faculty will:

- Gain a better understanding of international student regulations and options, in order to better serve international students

#### **Session Six: Guest Speaker (offered once a year)**

The topic of this session will change each year based on current trends, issues, ect.

Finally, upon completion of six classes, the participant would be invited to a reception honoring all those who have successfully completed the training. Held perhaps in the spring, the reception could also serve as an evaluation of the program. (The committee would ask the Chancellor and Provost attend.) A follow-up would be submitted in the Falcon Daily.

#### **4. How much would the concept cost to set up?**

As reported earlier, the cost to set up is also the cost to maintain. We recommend hiring a ten percent support staff to help with the details of the program, such as tracking participant attendance and program completion. The program would also need to be housed in and coordinated by a department. Optimally, a committee would be developed who would market, organize and implement the sessions, arrange for presenters, tracking of who gets the certificates, follow-up and evaluation. They would work with the ten percent support staff.

#### **5. How much would the concept cost to maintain?**

Please see our recommendation in Section 4.

#### **6. Is the recommendation clear?**

We believe we have outlined the framework above for a strong program that would benefit the campus community as a whole.

#### **7. How many students will the concept impact?**

Though students will not directly be impacted by this program; they will reap many of the indirect benefits. We hope to increase the retention of both students and faculty through our commitment to being a globally educated campus. We would hope to attract highly-skilled faculty and staff to work at our campus through the word-of-mouth marketing about our unique program.

As mentioned earlier, students who return from their study abroad experience will gain from faculty and staff having a better understanding of their experience. We as a campus might be better equipped for hiring international students and there may be fewer errors that may negatively impact their experience here.

#### **8. How might the impact be measured?**

Participants would directly evaluate the program for instant feedback. Indirectly, the campus climate survey may indicate additional feedback.