



The UWRF Environmental Scan: The State of Internationalization at UWRF

Prepared as Part of the
Requirements of the
Ninth Internationalization Laboratory
(2011-2013)

Sponsored by the American Council of Education

Prepared by
The UWRF Internationalization Laboratory Steering Group
in cooperation with UWRF Faculty, Staff, and Administration

February 26, 2013

**UNIVERSITY OF
WISCONSIN**

River Falls

GLOBAL. INNOVATIVE. EXCELLENT.

UWRF ILab Homepage <http://www.uwrf.edu/ilab/>

 UWRF Strategic Plan Homepage <http://www.uwrf.edu/PathwayToDistinction/>

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University of Wisconsin-River Falls

The University of Wisconsin-River Falls was founded in 1874 as the fourth State Normal School in Wisconsin. A Department of Agriculture was established in 1912. The addition of a four-year curriculum in 1926 preceded the change of all state normal schools to state teacher colleges in 1927. In 1951, with the addition of liberal arts courses, the school was designated Wisconsin State College at River Falls. When graduate courses were added in 1964 the name became Wisconsin State University-River Falls. The present name came with the merger of the state universities and the University of Wisconsin in the fall of 1971. In the fall of 2012, UWRF enrolled 6,440 students.

1. The UWRF ILab Survey

1.1 Faculty and staff surveyed

In February of 2012, 865 people were employed by UWRF at home and abroad: Faculty and Instructional Academic Staff (377), non-Instructional Academic Staff and Limited Appointees (184), and Classified Staff (304). The ILab Steering Group undertook to survey each group.

Survey results: <http://www.uwrf.edu/ILab/EnvironmentalScan.cfm> .

In order to maximize return rates, paper copies of the three different surveys (Faculty/IAS, non-IAS, and Classified Staff) were distributed and collected by department at a departmental meeting. Those who were missed were contacted by email.

1.2 Response

161 Faculty/IAS responded (43%). 65 non-Instructional Academic Staff and Limited Appointees responded (35%). 130 Classified Staff responded (43%).

1.3 The curriculum portion of the survey

With respect to infusing international perspectives and issues into the curriculum—an endeavor that is an initiative within the current strategic plan—faculty and instructional academic staff responses to questions about the current state of the curriculum vis-à-vis internationalizing it are important. However, given the uncertainty within the survey of whether IAS were long-term instructors, faculty especially important. Faculty and IAS, having been reached by the same survey, are aggregated in the data. There 161 responses. Of these, 7 are anonymous. Of the 161, 24 are IAS. Thus, approximately 130 faculty responded. 215 on the spreadsheet used were in the faculty category. $130/215=60\%$

Question 36 asked the following: “Are you teaching courses with international content?” A description of level followed.

Level 1 Course contains an international element.

Examples:

- Using photos of various places around the world
- Analyzing an international web site for information
- Converting values from British (U.S.) to metric system
- Referring to developments in your field that come from outside the USA

Level 2 One unit in the course is internationally oriented.

Examples:

- Teaching a unit on international marketing in a marketing class
- Teaching a unit contrasting human development between or among different cultures
- Teaching a unit in a nursing class on medical practices in other parts of the world

Level 3 International elements are integrated throughout the course.

Examples:

- Contrasting the international orientation in aspects of business management (finance, marketing, law, etc.) with those in the USA

- Requiring students to consider an international viewpoint with writing assignments from different units of a course in English, history, sociology, or whatever course you teach
- Using in a science class research done in another country and/or by scientists from other countries.

Level 4 The entire course has an international orientation.

- Examples:
- World language courses
 - Courses on specific culture and countries
 - World History, Geography, Philosophy, Sociology, i.e., courses whose main focus is to compare and contrast regions and cultures of the world
 - English courses taught with all assignments geared to a specific culture outside the USA.

Respondents were given an opportunity to note up to four courses and the level of international content.

Course Number	Course Name	Level 1,2,3,4	Brief Description (as appropriate)

Using this approach has seemed logical enough that the Strategic Plan Progress Committee is considering reaching out to those who did not respond and to new faculty in order to benchmark the initiative of infusing international content into courses.

1.4 Students surveyed

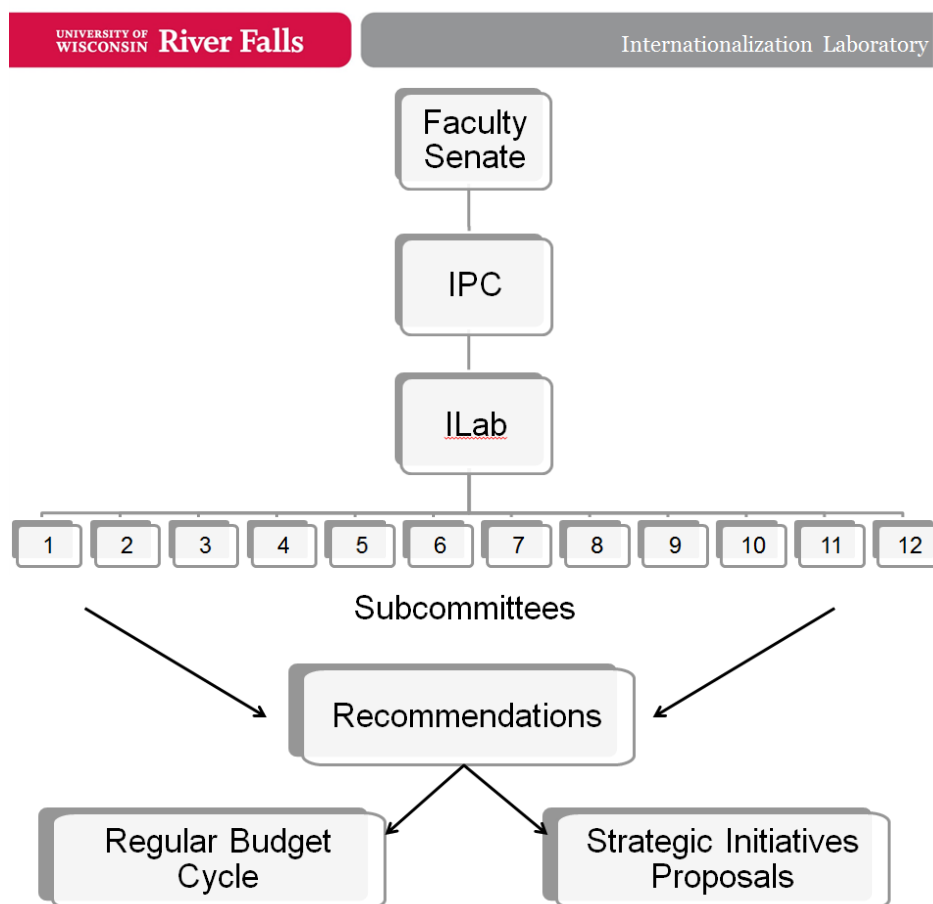
The Steering Group also survey three groups of students: those who had studied abroad (112 responses); international students (17 responses); and a “random” group consisting of students in the courses taught by faculty on the Steering Group in the spring semester of 2012 (149 responses).

2. UWRF and ILab Organization

International work is overseen through shared governance. Administrative areas that report directly or ultimately to the Provost are the office of Global Connections and the office of International Student Services Coordination housed within the New Student and Family Programs Office. Global Connections functions to support student Education Abroad and to facilitate faculty traveling abroad (both in support of faculty led education abroad and in advising of faculty interested in Fulbright grants). Faculty oversee the curriculum through regular processes, many of which involve the Faculty Senate International Programs Committee. This faculty body also acts as the advisory body to Global Connections.

Within this organization, the International Laboratory's Steering Group is constituted, officially, as a subcommittee of the Faculty Senate International Programs Committee. The Steering Group's own subcommittees that have been working on specific ideas for advancing internationalization at UWRF, though referred to as "subcommittees" are actually subcommittees of the Steering Group Subcommittee.

A portion of the information in this section is represented visually in the following diagram (immediately below).



Ideas forwarded by the Steering Group will flow through the Faculty Senate. Recommendations by the ACE consultants are likely to be viewed as either operational or strategic. Operational recommendations presumably would compete for funding in the annual budgeting cycle. Strategic recommendations presumably would compete for funding within Goal 2, Global Education and Engagement, as initiatives of the annual call for initiatives with the current strategic plan, Pathway to Distinction, 2012-2017.

3. UWRF Strategic Plan, Pathway to Distinction

3.1 2012-2013 Internationalizing Initiatives

<http://www.uwrf.edu/PathwayToDistinction/StrategicPlanInitiatives.cfm>

Global Scholar Certificate

Enter onto the DAR 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. [See the Global Engagement Certificate, note possible name change, section in the Curriculum chapter, page X.]

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.

3.2 2013-2014 Internationalizing Initiatives

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

4. Global Connections

“Global Connections” is name for UWRF’s primary office to assist students in education outside of the U.S. Within this chapter title, university-wide programs that serve internationalization in four different ways are discussed. The ways are:

- Sending UWRF students abroad
- Encouraging international students to study at UWRF
- Encouraging UWRF faculty to teach, research, and conduct service activities abroad
- Encouraging international scholars to visit campus

4.1 Sending UWRF Students Abroad

Less-Than-Semester-Length (“Short-Term”) Programs Developed at UWRF

Data compiled by the Global Connections office highlights the most travelled-to countries, listed in the table below. 38 individual countries were studied in the time period indicated. Multi-country programs were counted separately. See APPENDIX page 35.

Country	Sponsor	# UWRF Students 2006-2007 to 2010-2011
Australia	Teacher Education	45
Belize	Sociology	135
China	Art History	37
Costa Rica	Biology	65
Egypt	Art	58
Germany	Political Science	118
Ireland	English	114
Italy	History	98
Japan	Guy Healy Japan, Inc.	125
Mexico	Spanish	114
Taiwan	TESOL	50 + 30

Each of the countries in the table above has at least one UWRF short-term program associated with it.

Guy Healy Japan Summer Camp

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=17525

Students at UWRF have a unique opportunity to help teach English to Japanese children in a non-credit bearing summer program in Japan.

Shih Hsin Taiwan English Summer Camp

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=23882

This program allows UWRF students to practice their skills as English language teachers and during the three weeks to make new Chinese friends, see parts of the country, and experience a new culture.

Exchanges

Hessen, Germany

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=16324

This exchange is between the University of Wisconsin System and institutions of higher learning in German, including Geissen, Fulda, Frankfurt, Marburg, and Kassel, with internships and programs in agriculture, economics, politics, cultural studies, and science, to name a several.

International Summer University (ISU)

The Hessen International Summer University ISU is a four-week summer study program which offers bilingual course units in English as well as in German on current European and German topics such as economics, politics, society, culture and science.

International Winter University (IWU)

The three week January training program consists of seminars in environmental engineering/renewable energy sources or interactive German cultural studies. All courses are conducted in English.

Magellan Exchange, Various Locations

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=16323

The Magellan Exchange provides an opportunity for students to study and take part in an internship (in some cases) in another country at an affordable cost. Participating institutions are from a variety of countries: Austria, Belgium, Costa Rica, Denmark, Finland, France, Germany, Mexico, Netherlands, South Korea, and Spain. The exchange started as a business program, but has grown to include other field of study including political science, computer science, and health science/coaching.

Shih Hsin University, Taipei, Taiwan

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=16319

Students participating in this exchange select courses from a limited number of classes taught in English and take a required Mandarin language course. Participants can either go as an exchange student, where they pay UWRF tuition and fees (they're responsible for other costs), or apply to be selected as one of the scholarship recipients. Scholarship students receive free tuition and housing from Shih Hsin; they are responsible for airfare and other costs.

Shih Chien University, Taipei, Taiwan

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=32552

Similar to the Shih Hsin exchange, students are able to study at Shih Chien University through this program. Shih Chien offers a variety of courses taught in English for those students lacking the necessary language skills.

Dongguk University, Seoul, South Korea

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=20314

Students pay UWRF tuition and go to Dongguk University in Seoul. It's an exchange, so students pay UWRF tuition here but housing/other fees there. Dongguk offers a fairly wide variety of courses offered in English.

CONAHEC Exchange, Various Locations

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=26773

CONAHEC's Student Exchange Program is designed for both undergraduate and graduate students, including students at the doctoral level. The program covers all academic disciplines as well as options for students interested in academic coursework and on-the-job training and/or experiential education abroad. Founded as an exchange network with institutions in the U.S., Canada, and Mexico, the CONAHEC program has grown to include Argentina, Brazil, Burkina Faso, Chile, Colombia, Dominican Republic, Guatemala, Honduras, Iceland, Korea, and Spain.

Semester-Long Programs Developed at UWRF**SA: Europe (Semester Abroad: Europe).**

This program is the longest running, established in 1963. Students develop independent study projects in the spring, usually within their major or minor, and carry them out in Europe in the fall. The number of participants varies from year to year (20 in 2010, 7 in 2011, 15 in 2012). From 1963 through 2012, 999 students have studied abroad through this program.

International Traveling Classroom (ITC).

Begun in 2005, European cities (different each year) become the classroom, along with space rented in the various youth hostels that accommodate the students. A group leader with an assistant manages the group and teaches. Two faculty join the group for shorter courses. Example from 2006: London, Paris, Freiburg, Verona, Prague, Berlin. Each year there is London and Paris. Other cities have included Athens, Stratford upon Avon, Copenhagen, and others. Numbers per year are around 38.

Experience Scotland/Wisconsin in Scotland (WIS).

Begun in the 1986, UWRF in cooperation with various sister UWS institutions (currently, Superior, Stout, Whitewater) and beyond (for example, Normandale Community College in Bloomington [Minneapolis]) rent Dalkeith House outside of Edinburgh. Recently we have begun to teach courses there in the summer as well. One faculty member from each institution that sends students goes over for the term, and Scottish professors are also employed. Numbers have ranged from about 34 students to over 80. To date 259 faculty have participated and 3,455 students.

Experience China (EXC).

Begun in fall of 2012, the model is basically that of WIS with space rented from a Zhejiang International Studies University in Hong Zhou, China, two hours west of Shanghai. Whereas WIS in the past had two to four teaching faculty resident the entire semester, EXC has in the fall only one faculty member on-site to teach for the entire semester; other faculty will teach intensive courses, three weeks in duration. Chinese professors are also employed.

International Service Trip to the D.R. and Nicaragua

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.

Connections to Education Abroad Not Developed on the UWRF Campus

As part of the University of Wisconsin System, UWRF students are able to participate in a selection of open education abroad programs at our sister UW institutions. In the past, students have participated in long- and short-term sister programs in Spain, Fiji, New Zealand, France, Australia, and other locations. UWRF also maintains a relationship with the University of Southern Mississippi and is able to send students on their semester-length learning-community style program in France (The Abbey Program) and their short-term summer programs in Western Europe (The Compass) and London (The British Studies Program).

Fulbright Program Advisor

In 2010, UWRF designated a paid (\$1,500 per year) position of Fulbright Representative to encourage faculty to participate in and advise faculty about Fulbright grants. Along with the Director of Global Connections the Fulbright Representative has assumed responsibility for encouraging and advising students in applying for Fulbright grants.

UWRF Student Fulbright Recipients in the Past 15 Years.

David Unger (student in Germany 1997-98)

Becky Jones (student in Scotland 2013-14, pending)

4.2 Encouraging UWRF Faculty to Teach, Research, and Conduct Service Activities Abroad

Fulbright Representative

In 2010, UWRF designated a paid (\$1,500 per year) position of Fulbright Representative to encourage faculty to participate in and advise faculty about Fulbright grants.

Fulbright Grants

In July of 2010, the current administration created the following policy (given immediately below), as stated in Chapter 3 of the *UWRF Faculty and Academic Staff Handbook*, to encourage UWRF faculty to apply for Fulbright grants.

Article IX: Fulbright Fellowships

Section 9.1: UWRF Policy Regarding Fulbright Grants to Teach or Research Abroad

Faculty who wish to accept a Fulbright grant will be continued in their present salary and benefits by UWRF through the mechanism of turning over to UWRF the cost of replacing their teaching services for the duration of the Fulbright.

Details

- (1) It is assumed that the faculty member on such a “Fulbright Reassignment” (a “leave of absence” mischaracterizes the reassignment and may create difficulties in maintaining the faculty member on health and pension plans) continues to work for UWRF in developing contacts abroad.
- (2) It is further assumed that the faculty member will return to UWRF at the conclusion of the reassignment to enrich the campus with the experience. To that end, and following a similar stipulation in UWRF’s sabbatical guidelines, a faculty member must remain in the employment of UWRF for two semesters for every semester in which full salary was maintained or pay back to UWRF the difference between the teaching costs covered and the remainder of the salary paid by UWRF.
- (3) This policy is intended as an incentive for faculty to apply for and accept a grant for up to one year. The policy does not apply necessarily if a Fulbright grantee were offered a consecutive continuation of the abroad experience, either through the Fulbright Commission or through the foreign home university. Such cases would be subject to negotiation between UWRF administration and the faculty member. However, the Fulbright Commission allows two life-time grants, and a second grant separated by a minimum of three years from the first, would be subject to this policy.
- (4) The current (2010) teaching replacement cost is figured at approximately \$1,560 per credit to cover instruction (figured at \$1,300 per credit) and benefits (multiply by 20%) for a replacement instructor. Thus, the teaching costs expected to be covered by the Fulbright grantee would be capped at and normally be \$18,720 (12 x \$1,560) per semester. However, in a given department, the faculty member’s teaching assignment in a given year might not need to be fully covered (not 100%, not the full 12 credits per semester). In such a case, the teaching replacement cost would be less.
- (5) Full salary paid by UWRF will ensure continued health coverage. Fulbright grantees receive health coverage adequate to treat a broken leg in country. But if anything major is detected while the grantee is abroad, continuing health coverage is important.
- (6) Full salary paid by UWRF will ensure continued life insurance, income continuation, and other coverage.
- (7) Full salary paid by UWRF will ensure continued pension credit. Since in fact faculty will be working to enrich Wisconsin and the UWS, this continuation is appropriate.

Institutional Benefits

1. An additionally internationalized campus.
2. Re-energized, re-tooled, and pedagogically reoriented faculty to better serve our students.
3. Compliance with UWRF goal, in its strategic plan, “to expand global literacy and engagement.”
4. Additional conformity to UWS goal “to consider incentives to encourage ...faculty and academic staff to participate in programs abroad.”
5. Administrative transparency.
6. Recognized leadership in a local, UW-System, and national priority.

Fulbright Grants and Sabbaticals

There are circumstances where faculty apply for sabbaticals with the hope of receiving a Fulbright grant that will help them carry out the sabbatical. In such cases, the following provision (#4) in the sabbatical guidelines will apply: “A faculty member may seek additional grants specifically for travel or unusual living expenses incidental to the Sabbatical Program without restriction by the full compensation maximum.” (<http://www.uwrf.edu/facdev/Sabbatical.php>)

Those who receive both the sabbatical and the Fulbright grant thus maintain their sabbatical status, which guarantees the faculty member’s continuation of benefits, and such grantees may retain the entire amount of the Fulbright grant even if the combination of sabbatical grant and Fulbright grant exceeds 100% of salary. Furthermore, the stipulation that the faculty member return for one year to UWRF following a sabbatical will apply in such cases, not a longer term.

Fulbright Grants and Tenure

Similar to sabbatical grants, which currently acknowledge continued service to the UWRF in the evaluation of the application, Fulbright grants are perhaps best pursued by professors above the rank of assistant professor. Nonetheless, the intent of the policy is to create incentives for internationalizing UWRF. To that end, departments are encouraged to work with any junior faculty who may become Fulbright grantees in regard to the tenure process. Such accommodation may include, for example, by mutual agreement, the stopping of the tenure clock, subject to UWS guidelines, and should include at minimum a frank and documented conversation regarding the effects of the grantee's accepting such a grant on the department's view of the tenure-track candidate's tenure-ability.

UWRF Faculty Fulbright Recipients in the Past 15 Years.

Betty Bergland, History (researching in Norway 1997-98),
 Marshall Toman, English (teaching in the Czech Republic 1997-98),
 Marshall Toman, English (teaching in Ukraine 2008-09, declined),
 Matt Vonk, Physics (teaching in Nicaragua 2010),
 Pat Berg, Journalism (teaching and research in Bosnia 2010-11, declined),
 Geoff Scheurman, Teacher Education (teaching in Norway 2010-11),
 Meg Swanson, Theater, ret. (teaching in Bosnia, 2012-13, declined)

4.3 Encouraging International Students to Study at UWRF: Recruiting

Partial Tuition Waiver

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.

5. International Student Services (ISS)

The office of International Student Services (ISS) is a unit within the Department of New Student and Family Programs (NSFP) developed to support new and continuing international students, scholars, and their families.

<http://www.uwrf.edu/NewStudentAndFamilyPrograms/InternationalStudentServices.cfm>

5.1 Encouraging International Students to Study at UWRF: In-Take and Programing

In addition to full-time student-life professionals, NSFP is supported by 4 student managers, one of whom focuses on International Student Orientation and other international programs. In addition, each year NSFP selects a group of UWRF students to help support transitional programs. The International Student Orientation program is supported by 6-10 student leaders, trained to assist new international students as they transition to UWRF. Our staffs are comprised of both international and domestic students.

<https://www-auth.uwrf.edu/NewStudentAndFamilyPrograms/VolunteerandEmploymentOpportunities.cfm>

To assist its programming, ISS publishes the following (available on request): (1) International Student Handbook; (2) Host Family Handbook; (3) Host Family Country Brochures; (4) Host Family Newsletter; (5) Pre-Arrival Newsletter; (5) Life after UWRF Document.

New International Student Arrival and Orientation

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.

<http://www.uwrf.edu/NewStudentAndFamilyPrograms/DegreeSeekingOrientationandRegistration.cfm>

Ongoing International Student Advising

The International Student Services Coordinator meets regularly with students regarding immigration, transitional issues, employment, etc. In addition, the International Student Services Coordinator holds open advising hours every day for students to drop in with quick questions.

Host Family Program

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. Applications, newsletters, the Host Family handbook, and additional information are available online at

<http://www.uwrf.edu/NewStudentAndFamilyPrograms/HostFamilyProgram.cfm>.

International Student Association

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.

<http://www.uwrf.edu/NewStudentAndFamilyPrograms/InternationalStudentAssociation.cfm>

International Education Week Coordination

A campus-wide celebration organized by ISS but supported by various faculty, staff, and students at UWRF.

<http://www.uwrf.edu/NewStudentAndFamilyPrograms/InternationalEducationWeek.cfm>

Snapshot in the Fall of 2012

- UWRF enrolls 91 international students.
- 11 are degree-seeking students in the ELT program
- 55 are degree-seeking students enrolled in major courses
- 8 of the degree-seeking students are graduate students.
- 25 are one or two semester exchange students

Countries of Origin:

Bangladesh: 1	Germany: 2	Oman: 1
Benin: 1	Honduras: 1	Saudi Arabia: 1
Brazil: 13	Japan: 8	South Korea: 15
Canada: 2	Macedonia: 1	Taiwan: 10
China: 28	Mexico: 1	Turkey: 1
Finland: 1	Nigeria: 1	Vietnam: 3

5.2 Encouraging International Scholars to Visit Campus

Individual Faculty Connections

UWRF has developed clear guidelines and procedures to enable faculty to invite international scholars to campus. The following documents are approved but perhaps not readily enough findable and thus generally available.

1. Guidelines to Hosting an International Scholar
2. Visiting Scholar Application
3. Template for a Letter of Invitation
4. UWRF's DS-2019 Contact Letter (to initiate the visa process)

See APPENDIX page 38 for these documents.

Tapping into Fulbright Scholars

Several efforts have been made to use the Fulbright program that enables the Fulbright scholars that come from other countries to the U.S. to visit other campuses. None of these efforts to date have had enough energy behind them.

6. Office of Student Life

Among its programs that serve the campus student community many are internationally focused.

6.1 International Destination Service Trips

International Destination was established to provide students an opportunity to experience a culture outside of the United State through providing service to an international community. Each service trip is advised by a faculty and/or staff member who coordinates a pre-trip experience with a student trip leader over the course of the semester prior to the trip. Both trip experiences are based on the Active Citizen Continuum, which provides a model for students to utilize service as a means to become more active, conscientious, and engaged citizens. Each trip is approximately one week.

Outreach 360: Dominican Republic

Through this trip experience, students travel to the Dominican Republic in January and volunteer with Outreach 360. Since 1994, this organization has worked directly with orphaned, abandoned, and disadvantaged children in the Dominican Republic. Outreach 360 supports a series of orphanages throughout the country and has established an English Language Institute in the northern city of Monte Cristi. UW-River Falls students stay on the orphanage grounds and volunteer in local school teaching English vocabulary and basic skills.

World Wide Village: Discovering Haiti

Through this trip experience, students travel to Haiti in May and volunteer with World Wide Village. Founded in 2001 by a group of entrepreneurs from the United States, World Wide Village is dedicated to providing education, health care, and sustainable economic development opportunities throughout Haiti. UW-River Falls students will partner with TOMS Shoes to deliver shoes to impoverished communities in Haiti still struggling to recover from natural disasters. UW-River Falls students will also assist in providing hearing aids, school supplies, and playground equipment for children in Port-Au-Prince.

6.2 Supporting On-Campus International Programs

The Office of Student Life:

- Actively supports the programming efforts of the International Student Association (ISA) include large scale events and campus traditions.
- Collaborates with the Association of International Development Film and Discussion Series to offer screenings of international films and hosted discussions.
- Integrates international experiences into the annual Wyman Performing Arts and Lecture Series.

7. Curriculum

7.1 University Requirement

<http://www.uwrf.edu/Catalog/DegreeRequirements/UniversityRequirements.cfm>

Every UWRF student must take one three-credit course at the 200-level or above that deals with international issues or perspectives. This requirement is referred to the GP or Global Perspectives requirement.

To obtain a GP designation, the proposed course must meet all the criteria, as well as all of the outcomes listed below.

The criteria are stated as follows: “Courses designated GP will require students to examine subject matter from a global/international perspective. To the degree possible course designated GP should also address issues of gender and class.”

Two outcomes are expected: “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 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.

The form to propose a course that meets the requirement is in **APPENDIX #, page #**.

7.2 Courses Meeting the GP Requirement

Courses that meet the requirement are updated on a list at <https://www.uwrf.edu/Catalog/DegreeRequirements/UniversityRequirements.cfm>. Students are also able to search for courses that meet the GP requirement and that are offered in a given semester within our course registration software (called eSIS—electronic Student Information System). Courses on the list as of August 2012 are the following:

- 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 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)

7.3 English Language Transition (ELT) Program

<http://www.uwrf.edu/ENGL/ELT.cfm>

UWRF offers a program to develop international students' language abilities to the point of qualifying for admittance (iBT [internet-based TOEFL] 80). The program was begun in 2011 with two levels and an admittance threshold of an iBT of 53. In 2013, UWRF plans to add a level of instruction and accept students with an iBT of 45. As students approach university-level skills in English, they begin to take courses at UWRF in areas where language is likely to be less of a barrier: Math, Physical Ed, Art, Music, for example.

7.4 (English-as-a-Second-Language) ESL Center

UWRF maintains an ESL Center on the ground floor of Davee Library. The director is an Associate Professor of Applied Linguistics and the staff is composed of TESOL majors and minors who have taken ENGL 373, Practicum in TESOL Tutoring. The qualifications, duties, and responsibilities of the director are included in APPENDIX page 33.

7.5 ENGL 101 and 201

English 101 and 201 are UWRF's language-sensitive versions of the General Education written communication courses for international students: the equivalents of ENGL 100, Academic Reading and Writing, and ENGL 200, Reading, Writing, and the Disciplines.

7.6 Global Certificate

The Global Certificate is a 2012-2013 initiative within the strategic plan. It consists of four curricular/co-curricular components and an entrance/exit reflection process.

- **Language.** Competency as determined by the results of an ACTFL evaluation or course work in a foreign language is required.
- **Education/Service/Experience Abroad.** Nine “units” are required. A unit can be a credit. A unit can be a service learning experience or portion thereof. A unit can be organizational work experiences or portion thereof. The Global Engagement Coordinator will determine the number of units for any experience based on the idea of meaningful engagement and some element of duration, such as one week abroad per unit. A key concept in the workability of an abroad experience is whether or not it performed under the guidance of some reputable organization.
- **Course Work in International Perspectives and Issues.** Another component of the Global Engagement Certificate is least nine credits in international course work. These credits should be spread over at least 2 semesters. Each course must have a sustainability theme, and at least three credits must be recorded in each of the following sustainability areas: economic, ecological, and social justice. It is recommended that the course work be spread over three semesters. A maximum of three credits may double count in this category and another category in the Certificate.
- **Co-Curricular Engagement.** The co-curricular component will be comprised of three levels. Student must chose one activity from level III, two from level II, and from level I eight activities (an average of one per semester if engaged in from the first semester). Examples of intensity and duration for each level follow:
 - 1) **Level III:** 3 units. A sustained, semester-length or intensive short-term international engagement. Choose one.
 - i. Engaging in Language Club leadership
 - ii. Volunteering for X days at the international film festival
 - iii. Being a GC ambassador
 - iv. Serving on an international committee for a year, such as the Faculty Senate International Programs Committee
 - v. Mentoring an international student
 - vi. Engaging 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.
 - 2) **Level II:** 2 units. Choose two. None are repeatable.
 - i. Attend a multi-day conference
 - ii. Participate for a semester in a Language Club
 - iii. Participate for a semester in an on- or off-campus international/globally themed organization (model U.N., Student AID, International Student Association, etc.)
 - iv. Conduct undergraduate research with an international component
 - v. Present undergraduate research with an international component.
 - 3) **Level I:** Choose eight (on average, one per semester)
 - i. Attend an international speaker (repeatable 6x, different days)
 - ii. Attend an international film (repeatable 6x, different days)
 - iii. Participate in study abroad day (repeatable 3x)
 - iv. Cook an international meal and invite friends repeatable (2x)
 - v. Dine at an international restaurant (2x, diff. establishments)

- vi. Visit an ethnic international food store (2x, diff. establishments)
- vii. Present talk on education abroad experience (3x different days)
- viii. Publish (not on internet) on education abroad (2x, different ideas)
- **An Entrance and Exit Reflection.** At declaring the intent to pursue the Certificate and at its conclusion, each participant will reflect on the following questions.
 - 1) Do you have an appreciation for foreign cultures?
 - 2) Do you believe that there is something in every culture that you could absolutely like?
 - 3) Do you believe that there are some things in another culture that are better?
 - 4) Why is it important to study abroad?
 - 5) Why is it important to embrace the language of another culture?

7.7 Modern Languages

<http://www.uwrf.edu/MODL/>

The Modern Language Department offers majors and minors in French, German, and Spanish. It also offers Japanese and Chinese language instruction through the second year with occasional topics courses. The Department offers co-curricular enhancements in through its Foreign Language Films, French Club, German Club, Japanese Anime/Manga Club, and in the Spanish Professions Association.

7.8 Asian Studies Minor

<http://www.uwrf.edu/MODL/NEW-Asian-Studies-Minor.cfm>

The 24-credit Asian Studies Minor is housed within the Modern Language Department.

Required Supporting Course in General Education: CHIN or JAPN 101 (4 cr.)

Required Core Courses: (15 cr.)

Chinese or Japanese 102 (4 cr.)

Chinese or Japanese 201 (4 cr.)

Chinese or Japanese 202 (4 cr.)

History 201: Introduction to Asian Civilization (3 cr.) (GP)

Elective Courses—Select any three courses (9 cr.):

Art 291: Asian Art History (3 cr.) (GP)

English/Film 317: Modern East Asian Literature and Cinema (3 cr.) (GP)

Geography 344: Asia and Oceania (3 cr.) (GP)

History 333: Silk, Spice, and Silver: The Making of the Global Exchange System to 1800 (3cr.) (GP, MD)

History 334: Modern China (3 cr.)

History 335: Modern Japan (3 cr.)

History 336: Traditional East Asia Prehistory-1800 (3 cr.)

Management 355: International Business (3cr.) (GP)

Marketing 355: International Marketing (3 cr.)

Philosophy 245: Eastern Religions and Islam (3 cr.) (GP)

Political Science 348: Politics of East Asia (3 cr.)

History 371: Study Tour Research –China/Japan Study Tour (3 cr.)

7.9 International Studies

<http://www.uwrf.edu/Catalog/DegreeRequirements/INTS.cfm>

The International Studies program offers a major and a minor. The 36-credit major is structured with core courses and courses arranged around different tracks.

Required Courses: 21 cr.

INTS 200 Introduction to International Studies 3 cr.
 AGECE 250 World Food and Population 3 cr.
 ECON 150 International Economic Issues 3 cr.
 GEOG 120 Human Geography 3 cr.
 HIST 102 Origins of One World 3 cr.
 POLS 260 Introduction to International Relations 3 cr.
 INTS 480 Senior Seminar 3 cr.

Directed Electives: 15 cr.

Select 12 credits from one of the categories below. No more than six credits can come from a single departmental prefix. Credit for INTS 379, 389, 490, or 499 can be applied to a category after consultation with the chair. In addition, **students must complete a three-credit, study-abroad experience as part of their directed electives** that must be selected in consultation with an academic adviser. The categories, whose courses are viewable at the site listed above, are

Culture,
 Development,
 Global Science and Environment,
 Conflict and Peace,
 Regional Studies: Asia,
 Regional Studies Europe, and
 Regional Studies: Latin America.

Supporting Language Courses:

Students complete two years of a foreign language of their choice with a minimum overall grade point average of no less than 2.0; e.g., complete any two-year language at UWRF, complete testouts equivalent to two years, or complete two years at another accredited university and transfer the credits to UWRF.

Students must complete a total of at least 12 credits at the 300-level or above.

8. The College of Agriculture, Food, and Environmental Sciences (CAFES)

<http://www.uwrf.edu/CAFES/Index.cfm>

As early as the 1960s, faculty were in the Soviet Union, Vietnam, and Africa sharing their expertise in various agricultural areas. In 1991 approximately 20% of CAFES faculty had some professional overseas experience. In 2006, nearly 50% have organized and/or participated in international workshops, training sessions, or exchange programs.

Connections to Nicaragua have been particularly strong going back to the 1980s and involvement in the Wisconsin-Nicaragua Partners, a state-wide organization promoting understanding and cooperation. Among current faculty who have spent time in Nicaragua are Dennis Cooper (Dairy Science), Dean Olson (Agricultural Engineering), and Don Taylor (Soil Science).

Training for dairy operators (milk, cheese, and ice cream) through hands-on workshops, either on campus or in-country, has been provided to groups from Albania, Madagascar, Macedonia, Serbia, Bulgaria, Morocco, Slovakia, the Czech Republic, Turkey, Iran, Iraq, Spain, Jamaica, China, Kazakhstan, Uzbekistan, Azerbaijan, Panama, Turkmenistan, Nicaragua, Ukraine, Paraguay, and Bangladesh.

CAFES has established an on-going relationship with yak herders in Tibet looking to develop yak milk cheese.

From 1992 to 1996 a USAID-funded project, coordinated by Georgetown University, called the East Central European Scholars Program involved UWRF and five other universities in training. Over the four years, approximately 100 Scholars from Poland, Hungary, and the Czech and Slovak Republics spent three semesters taking courses and gaining practical experience through summer internships.

Since 2000 Dennis Cooper and Dennis Cosgrove have partnered on forage and feed training programs in Estonia, Latvia, Lithuania, Ukraine, Romania, Serbia, Montenegro, and Bulgaria.

Numerous faculty have conducted sabbatical research abroad: forage and grasslands of Australia and New Zealand; milk quality in Kenya; the dairy industry in Australia; glaciers in Sweden; sweet potato quality and processing in New Zealand; grain marketing cooperative in Australia; livestock improvement in Mexico; nature and ecotourism curriculum development in China and Nicaragua.

In response to the increasing number of workers from Mexico employed in the agricultural industry of the state, the Mexico Puentes/Bridges Program was begun to establish relationships with emigration areas in Mexico with a human resource management focus.

Through an awarded grant from the Department of Labor UWRF is developing training materials for dairy farm safety. A recent meeting with representatives from China revealed that they may be interested in the materials once developed.

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 CAFES. 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.

Building on CAFES's existing MOU that encourages student and faculty exchanges, the college successfully proposed an Academic Staff position and travel and S&E budget to allow for a more rapid degree of progress.

8.1 CAFES Faculty-Led Education Abroad Programs

AGEN/CROP India J-Term

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=17518

9. The College of Arts and Sciences (CAS)

<http://www.uwrf.edu/CAS/Index.cfm>

A number of programs housed within the college serve international students or curricular endeavors but are discussed elsewhere in the report. These include the ESL Tutoring Center (as well as the Online Writing Lab and Writing Center), the English Language Transition Program, and the curricular programs in the international studies, modern languages, and TESOL majors and the M.A. in TESOL. Many Education Abroad courses are led by faculty in CAS.

9.1 CAS Faculty-Led Education Abroad Programs

ANTH/SOCI 395 Belize Study Tour

The study of Belize peoples, wildlife, and habitats to foster appreciation of the country's cultural and biological diversity.

Art in Chile: A Studio Intensive

Two weeks in March are spent near the oceanfront Curaumilla Arts Center just south of Valparaíso, Chile (www.artscentercuraumilla.com) studying ceramics and pre-Columbian art history. Guest artists during this workshop include Jan McKeachie Johnston, Pelusa Rosenthal, Barbara Bravo, Benjamin Lira, Tatane Duran from San Pedro de Atacama and potters demonstrating Black pottery from Quinchamali.

BIOL 278 Costa Rica Education Abroad

During J-Term students experience first-hand the ecosystems and cultural diversity offered by Costa Rica, considered a world leader in sustainable ecotourism, and neighboring countries.

BIOL 389 Special Topics in Biology: Taiwan Biomedical Education Abroad

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=21442

This J-Term education abroad to Taiwan is a science-based research/study/ecotourism course with a theme of searching for potential heart failure drugs from Chinese medicine and marine species.

ENGL 277 Experience Ireland: Culture and Landscape

The study of Irish literature, politics, history, music, art, and Irish legend and lore, including storytelling, while traveling throughout Ireland in J-Term.

HIST 382 Culture and Civilization of Italy: History and Art from Antiquity to Baroque

An exploration of the principle historical developments as represented in major artwork of Italy from Etruscan times to the late Italian Baroque, roughly from 500 BCE to 1700 CE.

HIST 371 Study Tour Research: Japan

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=42048

MODL 376 Mexico: Cultural Experience

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=16314

Mexico, our neighbor to the south, possesses a rich and complex cultural heritage. This course has three components: a Mexican study seminar during the fall semester preceding the Mexican experience;

a three-week period of group travel which explores major archeological, historical, and cultural sites in Mexico; a paper dealing with the Mexican people and their immigrant experience in the U.S.A. Spanish language not required.

POLS/INTS 371 German Politics

This education-abroad course examines political cultures/traditions, institutions, processes and organizations within German-speaking Europe, focusing on Germany and one or more other German-speaking states (e.g. Austria or Switzerland).

POLS/INTS 372 The Politics of Scotland

This is an education-abroad course that examines political cultures/traditions, institutions, processes and organizations within Scotland and Scotland's role within both the United Kingdom and the European Union.

10. The College of Business and Economics (CBE)

<http://www.uwrf.edu/CBE/Index.cfm>

CBE is the newest college within UWRF. It was established first as a school within the College of Arts and Sciences in 1996, and designated as a college in 2001 by the UWS Board of Regents in order to better meet the needs of its students and the regional business community. In it achieved accreditation by the Association to Advance Collegiate Schools of Business (AACSB) in 2007. The College consists of programs in Accounting, Business Administration, Computer Science & Information Systems, Economics, Finance, Management, and Marketing. CBE also has a Master of Business Administration program and an Adult Degree Completion Program.

The College allows students to combine a high quality professional program with a solid liberal arts foundation.

1. CBE has formal agreements for exchange of students and faculty with two Universities in Taiwan and one in Turkey. See Appendix page 45, for an example.
 - These are at the undergraduate and MBA level. They are current and active.
 - CBE sends faculty and students to Taiwan.
 - CBE receives students from Taiwan and students and faculty from Turkey.
2. CBE has a globalization policy that is being implemented with new freshmen this year and going forward.

The relevant AACSB standard related to globalization is Standard E: “Consistent with its mission and its cultural context, the institution must demonstrate diversity in its business programs.” The interpretation, with the global part in bold, is that “[a]t a minimum, the school must show that within this context its business programs include diverse viewpoints among participants and **prepare graduates for careers in the global context. Every graduate should be prepared to pursue a business or management career in a global context.** That is, students should be exposed to cultural practices different from their own. The school must document how it achieves diverse viewpoints among its participants and as a part of students’ learning experiences.” For accreditation, the school must determine the specific ways globalization is included in the curriculum. For documentation the school should “[s]how how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.”

The CBE policy and process has three steps.

- i. CBE requires an international experience of all students. 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 will be monitored at the point of admission to the college. Those not meeting it will be notified, along with their advisor, of the urgent need to complete the requirement.

- ii. CBE will provide international study stipends to CBE students to encourage international study. See below, item 4, in this chapter.
 - iii. Each student in CBE must complete the university Global Perspectives (GP) requirement. Advisors encourage one of the following courses, which can be double counted in CBE's degree program. Students also use Live Text to document the course taken.
 - 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)
 - MNGT 355 International Business (3)
3. CBE faculty run several education abroad courses. An example is CBE 370 Uganda Study Program: Globalization and Africa's Experiences (<http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ListAll>).
 4. CBE uses its spring Fund for Excellence fundraising effort to collect money used primarily for \$500 international study stipends for CBE students in CBE organized study.
 5. 40% of CBE faculty have a country of origin outside of the USA.
 6. CBE has several current and planned Visiting Scholars (visiting from Turkey, China, Germany). See also the UWRF "Guidelines for Visiting Scholars" in Appendix page 45.
 - They have office space and faculty level access to computer services.
 - Most receive no money from CBE or the UWRF (one received a small amount).
 - They are obligated to present their work to faculty at a research seminar.
 7. CBE has developed in 2012 a Day M.B.A. program expected to appeal to a different—and largely international—audience of students from the evening M.B.A. program does.
 8. CBE has a college Strategic Plan. Goal 3 addresses international aspects indirectly: "Create an environment that supports emerging trends and issues." Three sub-points indirectly or directly address internationalization:
 - Offer a curriculum that addresses emerging trends and issues.
 - Support the efforts to improve international opportunities for students and faculty.
 - Enhance the inclusive environment in CBE and contribute to the diversity goals of the university.

Faculty were asked what should be the strategic priorities of the college be for 2012-13? Among seven suggestions are the following.

- Completion of the daytime MBA program [which is likely to attract international students]
- Increase student international experiences
 - Provide more information and encouragement to students to participate.
 - Use advising appointments as a time to get the message of the importance and significance of an international experience.
 - Invite students personally.

- Tell students to start planning for their international experience now.
 - Faculty would like a template that they can review with students that covers things like when trips are scheduled and the fees and costs to participate. Timeline on how to plan for an international experience.
- More recruiting for international students but not necessarily through agents.

11. The College of Education and Professional Studies (CEPS)

<http://www.uwrf.edu/CEPS/Index.cfm>

CEPS is currently engaged in partnering with the College of Arts and Sciences and Zhejiang International Studies University in Hangzhou to explore a 1 + 1 + 2 dual degree program where Chinese educators can learn American education techniques and improve their ability in English. The prospect has been successfully advanced as a 2012-2013 initiative within the strategic plan.

11.1 CEPS Faculty-Led Education Abroad Programs

TED 327 Australia: Cultural Study

Through study of Australian history, geography, arts, and literature, students explore topics associated with the identity formation of early Australians, including early explorers, settlers, and the aboriginal indigenous people. Participants will be supported in becoming global citizens by adopting a range of views and perspectives as they focus on issues surrounding cultural differences in colonial Australia as compared to similar issues in the United States.

Australia, Australian Early Childhood Program

The COST (Consortium for Overseas Teaching) program.

<http://www.uwrf.edu/TED/COST.cfm>

COST Program participants must complete the first half of their student teaching in the United States. Students must apply for student teaching one year in advance of the intended student teaching semester and for both United States and overseas teaching at the same time.

A former program, the International Traveling Teacher, run through Outreach, has been deactivated and its website (below) has been closed.

<http://www.uwrf.edu/ContinuingEducation/InternationalTravelingTeacher.cfm>

12. APPENDICES

ESL Center Director

Qualifications:

- Experience teaching English to non-native speakers
- Knowledge and training in theories of language learning
- Knowledge and training in research methods, evaluation methods, teaching methods
- Experience supervising tutors and tutoring centers
- Knowledge and training in language and literacy developments
- Knowledge of local, national, and international developments in ESL
- Membership in relevant professional organizations--international TESOL organization, MinneTESOL, WITESOL,
- Participation in regional and national conferences

Desirable supplemental knowledge or experience with the following:

- Personnel management
- Records management
- Information systems and computers
- Public relations

Scholarship of Administration:

- Remains cognizant of current developments in teaching, research, and scholarship in TESOL and ESL program administration

Teaching and Development:

- Teaches ENGL 373/573 Practicum for TESOL Tutoring
- Trains tutors
- Supervises student manager and tutoring staff
- Observes and evaluates tutor performance
- Prepares in-service workshops for tutors to continue their learning process
- Holds regular staff meetings of Center tutors
- Develops resource materials—guidelines, tutor manuals, policies
- Develops a resource library for the Center

Assessment and Accountability:

- Establishes short- and long-term goals for the ESL Center
- Administers client evaluations of tutoring services
- Produces bi-annual reports to include usage, quality of service, and review of goals

Articulation:

- Coordinates ESL Center tutoring with other academic support services (e.g., Academic Success Center, Skills Tutoring)
- Coordinates with instructors of English 101 and 201 [General Education equivalents for international students of ENGL 100, Academic Reading and Writing, and ENGL 200, Reading, Writing, and the Disciplines]
- Coordinates with ESL Center and instructors
- Coordinates with ELT (English Language Transition) program
- Revises and updates any publications and websites of the ESL Center
- Discusses the ESL Center with administrators, faculty outside the department, and students

Derived from "The Portland Resolution:" Guidelines for Writing Program Administrator Positions.

Adopted by the Council of Writing Program Administrators, 1992. Published in *WPA: Writing Program Administration* 16.1/2 (Fall/Winter 1992): 88-94.

Adopted by UWRF English Department 2009

G:\English\Directorships

UNIVERSITY REQUIREMENT
Global Perspectives (GP)

Course Number and Name

Students are required to take one course designated as Global Perspectives. This requirement may be satisfied as part of their General Education program, their major or minor programs of study, or their elective credits. Courses must be taken at the 200 level or above and must be at least three credits.

*To obtain a **GP** designation, the proposed course must meet **all** the criteria, as well as **all** of the outcomes listed below.*

Criteria:

Courses designated GP will require students to examine subject matter from a global/international perspective. To the degree possible course designated GP should also address issues of gender and class.

Outcome	How will outcome be met?	What assessment procedure(s) will be used?
Students will describe and analyze global or international issues.		
Students will compare and contrast various aspects of an international culture to their own.		

All General Education courses will be reviewed by the General Education and University Requirements Committee. What data will be provided to the committee to demonstrate the extent to which students in this course are meeting the outcomes?

Countries UWRF students went abroad to 2006-2007 to 2010-2011
--

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
# abroad/away includes NSE	336	376	386	402	382
# abroad (excluding NSE)	304	357	372	377	362
Argentina		1	2		1
Australia	6	15	5	17	2
Belgium					1
Belize	19	29	29	36	22
Bolivia		1			
Chile				2	
Czech Republic		7		1	
China	13		14	1	9
Costa Rica		4	17	18	26
Dominican Republic					8
Ecuador			1	1	1
Egypt	15	11	8	15	9
Fiji				1	
France	6	4	9	1	1
Germany	2	20	26	45	25
Greece			1		1
India			10	1	7
Ireland	18	36	19	20	21
Italy	17	16	18	25	22
Japan	34	38	19	18	16
Kenya			8		
Korea				2	1
Malasia	1				
Mexico	33	32	21	28	
Netherlands				1	
Norway			3	5	
NZ	3	2	4	6	1
Peru				3	
Scotland	1		1		
S. Africa		1	1	1	3
Spain	4	3	5	2	4
Taiwan	14	15	19	14	18
Trinidad				7	
Turkey		9			7
Uganda	12		4		4

Ukraine	1	2			
UK		13	3	1	6
Vietnam	10	3			
Europe	1				
ITC	35	33	34	30	28
SA:E	19	14	18	9	21
WIS	40/40	34/48	54/73	34/66	53/97

UNIVERSITY OF WISCONSIN – RIVER FALLS
GUIDELINES FOR HOSTING VISITING SCHOLARS

Application Process

A Visiting Scholar should have a UWRF Sponsor from among the faculty most closely associated with the Visiting Scholar's work. A chair who is contacted by a potential scholar should inform that person of this requirement. The chair may take no further action. Or the chair may offer to act as the sponsor or may choose to recommend some UWRF faculty member to approach for sponsorship. A dean or other administrator wishing to invite a scholar to a long-term visit, if not acting as the sponsor, should recruit a sponsor from the faculty.

1. The faculty sponsor submits a completed "Application for Visiting Scholar Status" form to the Department Chair.
2. The Department Chair signs and forwards to the host college Dean.
3. The Dean of the host college signs and forwards to the Provost.
4. The Provost signs and forwards to (1) host college Dean, (2) Global Connections (GC), and (3) International Student Services (ISS).
5. A Letter of Invitation is drafted by the host college Dean and mailed to the Visiting Scholar. (See the guidelines for the Letter of Invitation, below.)
6. **BEFORE PROCEEDING, WAIT FOR CONFIRMATION OF THE VISITING SCHOLAR VISIT.**
7. Following confirmation of the Visiting Scholar's visit, ISS directly contacts the Visiting Scholar to request relevant documentation (such as a copy of a valid passport, verification of finances, etc.) and processes DS-2019 and related documentation, with the facilitation of the faculty sponsor.

If during the application process it becomes clear that the Visiting Scholar will not make the visit as planned, the faculty sponsor, through the dean, should notify GC and ISS.

Letter of Invitation

The Dean of the hosting college drafts and sends the invitation letter (see sample letter of invitation), which should include:

1. General welcome
2. Dates of visit
3. Information about sponsoring faculty and related activities and expectations of the Visiting Scholar.
4. Responsibilities of the host college. For example, responsibilities to consider:
 - a. Office / shared office space, if available
 - b. Use of the University library
 - c. Access to internet
 - d. Visits to lecture classes, subject to the consent of the instructor
 - e. The right to purchase tickets to athletic contests at staff rates and access to gymnasium facilities, except lockers
 - f. Campus parking for a fee, which is arranged through Parking Services

5. Responsibilities of the Visiting Scholar. Responsibilities to mention:
 - a. Travel
 - b. Local transportation
 - c. Living arrangements/expenses
 - d. Family arrangements/expenses
 - e. University-sponsored health insurance for self and dependents
6. *Indicate that staff from ISS will contact the Visiting Scholar directly for appropriate paperwork after Visiting Scholar confirms the visit.*

The Visit

Coordination of arrival and ongoing visit. Things for the sponsoring faculty member to consider regarding Visiting Scholar's arrival and ongoing visit:

1. Transportation to and from airport and well as local transportation, if needed.
2. Housing and accommodations.
3. General campus orientation.
4. Introduction to University resources (library, DoTs, telephone, etc).
5. Initial and ongoing involvement in campus, community, and regional events and opportunities.

SECTION C:

Faculty Sponsor's Signature

Printed Name

Signature

Date

Department Chair's Signature

Printed Name

Signature

Date

College Dean's Signature

Printed Name

Signature

Date

Provost's Signature

Printed Name_____
Signature_____
Date

cc: Director, International Education Programs
Faculty Senate International Programs Committee

September 26, 2011

Dr. Jane Doe
School of xxx
University of xxx
Foreign City
Foreign Country

Dear Dr. Doe:

I want to thank you for your interest in the University of Wisconsin-River Falls (UWRF) and I am very pleased to invite you to come to our campus as a Visiting Scholar for the period of January 1, 2012 to December 31, 2012.

Your Visiting Scholar appointment will involve working closely with your sponsoring faculty member, Dr. Jones in the Department of Teacher Education. Dr. Jones teaches Educational Psychology, Multicultural Education and School & Society and actively researches and presents on the topics of culturally relevant pedagogy and community-based learning. In addition to Dr. Jones, other faculty in the college will be happy to help you whenever possible. During your stay at UWRF you will be involved in collaborative research, interaction with students and faculty, and presenting on relevant research topics.

During your stay at UW-River Falls, we are happy to provide you with the following:

- An office/shared office space, if available
- Use of the university library
- Internet access
- Visits to lecture classes (with the consent of the instructor)
- The right to purchase tickets to athletic events at staff rates and access to gymnasium facilities (except lockers)
- Campus parking for a fee (which is arranged through Parking Services)

You will be responsible for your travel arrangements and expenses for travel to and from the United States and as well as for your local transportation needs. You are also required to insure your health and that of any dependents accompanying you through the low-cost, university-sponsored policy, and you will be billed approximately \$400 per semester for this insurance. While your faculty sponsor and other University resources may be used to assist you in making housing arrangements, you are also responsible for the cost of living and related family arrangements, as needed.

The Office of International Student Services (which is the office that also assists visiting scholars) will be contacting you by email after you confirm your visit. Shelby Rubellke, the current person in charge, will work with you to get the DS-2019 form that you will require in order for the United States to issue you a scholarly visa.

We look forward eagerly to having you stay with us and will try to assist you with your arrival plans. Please feel free to contact your sponsoring faculty member or me with any questions or concerns you might have.

Sincerely,

Willie Roe, Dean
College of ...
UW-River-Falls

International Student Services • 170 University Center • (715) 425-4444 • Fax (715) 425-0666

Greetings from International Student Services!

We are pleased that you are interested in joining the University of Wisconsin-River Falls community. In order to process your DS-2019 there are a few important documents you will need to send me.

DS-2019 Information Form

This document will be used to create your DS-2019 form. It is crucial that you complete this form and return it to me as soon as possible so I can begin processing your DS-2019. The DS-2019 Information Form is attached to this letter.

Copy of Passport

A copy of your valid passport is required as well. It is important for us to have a copy of your passport so we create accurate records.

Verification of Finances

The cost of living in River Falls, WI is approximately \$1500/month – including housing, health insurance, and other basic needs. It is important that you are able to support yourself for the duration of your stay at UW-River Falls. In order to verify that you have the sufficient funds to do so, we request that you submit the following:

- An official bank statement that verifies the amount available to you in your personal savings AND/OR
- An official bank information from a parent/sponsor AND/OR
- A letter from the sponsoring agency indicating the level of financial support awarded.

All materials may be sent to me via email and should be submitted as soon as possible. When I receive all of your documents and your file is complete, I will generate and send your DS-2019.

In addition, the University of Wisconsin System mandates that international students, scholars and their dependents carry comprehensive health insurance at all times in case of serious illness and accidents. You will be required to purchase the UW System negotiated insurance plan. Please keep in mind, the cost of this health insurance is approximately \$800 for 12 months and increases with the addition of dependents. Upon your arrival, I will share additional information about the health insurance plan.

Please don't hesitate to contact me should you have any questions.

I look forward to meeting you!

All my best,
Shelby

Shelby King
International Student Services Coordinator
shelby.rubbelke@uwrf.edu

VISTING SCHOLAR INFORMATION FORM (DS-2019)

Scholar _____

Family/Last Name

First Name

Middle Name

Gender: (circle one) Male Female Date of Birth ____/____/____
MM DD YYYY

City of Birth _____ Country of Birth _____

Country of Citizenship _____

Country of Legal Permanent Residence _____

Mailing Address _____

Email Address _____

Position (i.e. student/faculty/researchscholar): _____

Category (i.e. bachelors, masters): _____

Subject/Field Description (i.e. major study): _____

Program Begin Date ____/____/____ Program End Date ____/____/____
MM DD YYYY MM DD YYYY

Passport Number _____

Funds:

Personal Funds: _____/Amount in U.S. \$ _____

US Government Agency: _____/Amount in U.S. \$ _____

International Organization: _____/Amount in U.S. \$ _____

Parent/Sponsor Funds: _____/Amount in U.S. \$ _____

Other: _____/Amount in U.S. \$ _____

I certify that the information included in this form is accurate.

Scholar Signature

Date

DEPENDENTS

If you are bringing any dependents with you to the United States, please provide the following information for each individual:

Name (1st) _____

Family/Last Name

First Name

Middle Name

Gender: (circle one) Male Female Date of Birth ____/____/____
MM DD YYYY

City of Birth _____ Country of Birth _____

Country of Citizenship _____

Country of Legal Permanent Residence _____

Name (2nd) _____

Family/Last Name

First Name

Middle Name

Gender: (circle one) Male Female Date of Birth ____/____/____
MM DD YYYY

City of Birth _____ Country of Birth _____

Country of Citizenship _____

Country of Legal Permanent Residence _____

Please mail, fax, or email this information to:

International Student Services (ISS)

University of Wisconsin-River Falls

170 University Center

410 S. Third Street

River Falls, WI 54022

Telephone: 715.425.4444

Fax: 715.425.4444

Email: shelby.king@uwrf.edu

CBE Process for meeting and documentation of meeting the Global Perspective aspect of our programs

Relevant AACSB Standards and Interpretations Related to Globalization

E. Consistent with its mission and its cultural context, the institution must demonstrate diversity in its business programs.

INTERPRETATION: At a minimum, the school must show that within this context its business programs include diverse viewpoints among participants and **prepare graduates for careers in the global context. Every graduate should be prepared to pursue a business or management career in a global context.** That is, students should be exposed to cultural practices different from their own. The school must document how it achieves diverse viewpoints among its participants and as a part of students' learning experiences.

The school must determine the specific ways globalization is included in the curriculum.

Guidance for Documentation:

Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

CBE Policy and Process

1. CBE will require an international experience of all students. 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 will be monitored at the point of admission to the college. Those not meeting it will be notified, along with their advisor, of the urgent need to complete the requirement.
2. CBE will provide international study stipends to CBE students to encourage international study.
3. Each student in CBE must complete the university Global Perspectives requirement.

GP (Global Perspectives) – select one course (can be double counted anywhere in your degree program) Advisors will encourage one of the following courses. Students will use Live Text to document the course taken.

- 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)
- MNGT 355 International Business (3)