

**THE REPORT OF  
THE UNIVERSITY OF WISCONSIN-LA CROSSE  
TASK FORCE ON ACADEMIC INITIATIVES  
IN INTERNATIONAL EDUCATION**

**RECOMMENDED STRATEGIC DIRECTIONS FOR THE  
INTERNATIONALIZATION OF THE INSTITUTION**

**13 APRIL 2005**

## TABLE OF CONTENTS

<b>RECOMMENDED STRATEGIC DIRECTIONS FOR THE INTERNATIONALIZATION OF THE INSTITUTION.....</b>	<b>3</b>
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### APPENDIX

<b>A – The Further Findings of The UW-L Task Force on Academic Initiatives in International Education.....</b>	<b>14</b>
<b>B - External Resources Available to UW-L For Internationalization.....</b>	<b>26</b>
<b>C - Enrollment in Study Abroad, Modern Languages and International Studies Programs.....</b>	<b>Excel Spreadsheet</b>
<b>D - Foreign Language Requirements for Graduation at UW-System Schools....</b>	<b>29</b>
<b>E - Foreign Language Admission Requirements at UW-System Schools.....</b>	<b>32</b>
<b>F – Definitions From the Literature (Glossary of Terms).....</b>	<b>34</b>
<b>G – International/Intercultural Competencies.....</b>	<b>39</b>
<b>H – International Mention in Mission Statements of Other Universities Involved With the International Initiatives Program of the American Council On Education (ACE).....</b>	<b>45</b>
<b>I – Samples of Discussion Questions with Faculty, Staff and Students at Forums and Meetings.....</b>	<b>49</b>
<b>J – Schedule of Forums and Meetings.....</b>	<b>61</b>
<b>K – Samples of Invitation Letters to Forums for Faculty, Staff and Students... </b>	<b>64</b>
<b>L – Charge To the Task Force on Academic Initiatives in International Education from Provost Elizabeth Hitch.....</b>	<b>68</b>

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**Discussion Draft**  
**University of Wisconsin-La Crosse**  
**Task Force on Academic Initiatives in International Education**  
**Recommended Strategic Directions for the Internationalization of the Institution**  
**13 April 2005**

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As the world continues to become ever more interconnected, it is increasingly difficult to imagine how UW-La Crosse, as it nears the end of its first century of development and prepares to begin its second, can fulfill its mission as a comprehensive university in the City of La Crosse and the State of Wisconsin without also continuing to develop its identity as a globally engaged and internationally committed university. It is in the hopes of honoring that mission and in fulfilling that promise that we offer this report and its series of recommendations on Academic Initiatives in International Education.

In the Spring of 2004, Provost Elizabeth Hitch charged a university-wide task force to facilitate “UW-La Crosse’s progress toward providing an international experience for undergraduates” and to consider “academic initiatives that will further the internationalization of a comprehensive university”. The recommendations presented herein, and the four strategic directives presented below, are the direct result of this ten-month investigation that included hundreds of participants across all dimensions of the campus. It is our hope that the following recommendations will lend support and give direction to our common efforts of building a truly international educational institution at UW-La Crosse, for all members of that community.

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**Recommended Strategic Directions for the Internationalization of  
The University of Wisconsin-La Crosse**

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- **Create a shared institutional identity that embraces internationalization as part of UW-L’s core identity.**
- **Foster and instill an expectation (rather than a requirement) that all UW-L students, faculty and staff will be engaged in international experiences.**
- **Develop the infrastructure, support systems, and assessment measures needed to advance the international mission of the university.**
- **Expand partnerships and avenues of communication that will enhance the international mission of the university.**

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## **Rationale for Recommended Strategic Directions for the Internationalization of The University of Wisconsin-La Crosse**

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### **Create a shared international identity that embraces internationalization as part of UW-L's core identity.**

The health of any organization depends on a strong understanding of its sense of self: what it is, what it values, what it wants to become. Identity is the foundation upon which all else is constructed.

Therefore, if UW-L is to continue to build on its already strong international base, it must continue to make internationalization a vital part of its core identity—but only as a complement to, and as an enhancement of, its other key elements of identity: a liberal and vibrant learning community, alive with rich and engaging diversity in all its forms; strong and committed partnerships across the campus, within the community, and “beyond the bluffs”; an open and accessible campus to all who seek it out; and a sustaining and enriching work and student life for all its members and for all those who would become a part of it.

Embracing international, as part of UW-L's core identity, is neither a distraction from nor a dilution of its promise to these other areas. Rather, it is an ongoing investment in making these other elements even stronger.

At the beginning of the 21<sup>st</sup> century, failing to engage internationalization as a defining part of who we are as a university would not only be a lost opportunity and failure of imagination, but also a failure to serve our most fundamental purpose as a university—as well as the people we serve in La Crosse, in Wisconsin, and around the world.

Ultimately, the process of embracing internationalization at UW-L complements and enhances the UW-System mission “to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and human sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose.” (UW-La Crosse Undergraduate Catalog, 2003-05. p. 5).

If we are to fully honor this mission as a comprehensive university in the State of Wisconsin, at the start of the 21<sup>st</sup>-century, then we can do no less than continue our commitment to this path of internationalization.

**Foster and instill an expectation (rather than a requirement) that all UW-L students, faculty and staff will be engaged in international experiences.**

A vital part of making internationalization a core of UW-L's identity is, initially, to foster and instill the *expectation* that all UW-L students, faculty and staff be engaged at some meaningful level in international experiences—that is, “in intercultural experiences that contribute to an international or global perspective.”

The Task Force found strong and committed support throughout the university for both internationalization and the expansion of international experiences for students, faculty, and staff. In contrast, there were major concerns expressed on the part of many about either the feasibility, or the advisability, of requiring an international experience for all undergraduates *at this time*. While UW-L has emerged as a system leader in international experiences with a record number of students (398) studying abroad in 2004-05, there exist major institutional barriers and impediments to making international experiences a requirement for all UW-L students.

We also learned that even those institutions with well-developed international programs and large percentages of student studying abroad have not yet moved to campus-wide mandates for international experiences for all of their students—and may never. However, many are looking at how opportunities for international experiences can be significantly expanded or “expected” of their graduates. A prime example can be seen at Harvard College with their statement, “The report of the Harvard College Curricular Review of April 2004 recommends that there be an expectation *‘that all Harvard College students pursue a significant international experience during their time in the College.’* “ (*The Harvard College Guide to Study Abroad*, 2004)

Consequently, it is the Task Force's considered recommendation that a *requirement* for an international experience for all students not be undertaken *at this time*. In fact, to make such a requirement now would be counterproductive. It would do damage to the very goal we seek to promote. However, what should be done, starting immediately, are those steps that will lay the foundation for the long-term internationalization of UW-L (See especially the “Recommended Priority Action Steps for 2005-2006,” page 7).

**Develop the infrastructure, support systems and assessment measures needed to advance the international mission of the university.**

At present, many factors constrain UW-L's ability to advance the international mission of the university. Yet, until these constraints are systematically addressed, it is unlikely the university will make the desired progress towards its mission of internationalization.

These constraints include:

- Extant bylaws, policies, and procedures affecting personnel recruitment, evaluation (merit, retention and tenure) and

career promotion that do *not* promote an “international friendly” UW-L

- Insufficient student support services (financial aid, scholarships, admissions, student orientation, advising, residence life, and counseling) to accommodate increased internationalization
- Inadequate funding for faculty, staff, and administration in pursuit of study abroad and other related international experiences
- Under-developed assessment tools and processes for monitoring and understanding UW-L’s progress towards internationalization
- Insufficient understanding of the extent to which international issues inform present curricular and co-curricular life at UW-L

As a next step, the university should engage a wider spectrum of campus and external participants in determining how infrastructure, support systems and assessment measures may be improved to enhance the internationalization of UW-L.

**Expand partnerships and avenues of communication that will enhance the international mission of the university.**

To accomplish all that we outline above, it is important that we continue to expand the types of partnerships and avenues of communication that will enhance UW-L’s efforts at internationalization.

UW-L can only accomplish its international mission as a university in partnership with other organizations and institutions: in the local community, throughout the state, across the region, and around the world. In fact, we look forward to the time when we can say with pride to our students, “Your future starts here. In Wisconsin and around the world.”

We must become fully engaged among all the constituencies we serve if we are to fulfill our promise as an institution. UW-L’s ability to engage in partnerships with other educational organizations, private sector businesses and worldwide governmental entities is an important element in our ongoing internationalization.

We envision growing partnerships in not only study-abroad opportunities, but also in educational exchanges, collaborative research efforts, professional development opportunities, visiting scholar networks, international internships and service learning, and international thinkers and lecturers. The Task Force also supports engaging private partners in a commitment to action and logistical and financial support.

Communication is a cornerstone of success in internationalization efforts. Our leaders must model open, inclusive discussions on the benefits and strategies for

internationalization among faculty, staff and students. We must expand opportunities for inter-personal communication and heighten external communication through suitable venues, including the Internet and distance education. It is important that we develop and convey a highly visible and consistent message regarding internationalization to both internal and external constituents. It is also important that the UW-L communication network provide stakeholders with easy access to comprehensive information on international opportunities, policies and procedures.

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### *Recommended Priority Action Steps for 2005-2006*

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The following are recommended priority action steps that can be taken within the next year to advance internationalization of the university. These are steps that if not otherwise explicitly commissioned, will likely not occur. Finally, these steps support all aspects of the four strategic directives presented at the very beginning of this report.

1. Evaluate the feasibility of a Select University Committee on Internationalization to involve a wide spectrum of campus participants in evaluating and implementing the recommendations in this report.
2. Develop a series of criteria and measures to help UW-L evaluate its ongoing progress towards internationalization.
3. Evaluate both the desirability and feasibility of a foreign language requirement for all UW-L graduates.
4. Develop a compelling image and Web page presence for internationalization at UW-L. This web-presence should make it both inviting and easy to access all relevant international information and resources.
5. Investigate how recruitment and admission of students might better support internationalization at UW-L.
6. Continue to engage faculty, staff and students in dialogues about the role of internationalization in the vision and mission of the university.
7. Continue establishing endowments for international initiatives as part of the upcoming Comprehensive Campaign
8. Continue to define what is meant by an “an expectation of international experience” for all UW-L students, faculty and staff.
9. Establish a “Great Rivers Fulbright Chapter” for the Tri-State region with its home office at the University of Wisconsin-La Crosse.
10. Encourage the UW-L Grants & Contracts Office to identify and publicize opportunities for external funding for international initiatives.

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## *Suggested Action Steps for the Internationalization of UW-L*

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The following proposed action steps are *suggestions* for future consideration and possible action. They represent a synthesis of the many comments and suggestions made throughout our extensive interview process and will act as guides to future actions and deliberations as we continue to build our international identity.

### **1. Action Steps to create a shared institutional identity that embraces internationalization**

- Develop a compelling image and Web page presence for internationalization at UW-L. This web-presence should make it both inviting and easy to access all relevant international information and resources.
- Continue to engage faculty, staff and students in dialogues about the role of internationalization in the vision and mission of the university.
- Examine, and revise as necessary, the University's mission statements with regard to international identity.
- Review and refine a vision statement for the international component of the University.
- Foster a dialogue across the campus community on the benefits of supporting the international initiative and energize campus leaders to sustain the momentum necessary to actualize the recommendations of this report.
- Explore how the institution's international mission complements the university's comprehensive missions, such as diversity and liberal studies.
- Encourage departments to develop student-learning goals for international competence within the degree programs, as appropriate.
- Encourage departments to consider how a required International experience in selected degree programs would enhance the curriculum (as is already the case for International Business, Modern Language Education and German Studies).
- Foster a physical environment that reflects the international identity of the university.

### **2. Action steps to foster and instill an expectation of international experiences for all**

- Continue to define what is meant by an “international experience” for all UW-L students, as well as faculty and staff.
- Encourage all departments, units and governance groups to set goals and determine tactics appropriate to their role in the internationalization of the institution and prioritize these with regards to short-term, intermediate, and long-term actions. Encourage faculty and staff to consider how

international dimensions can be incorporated into existing and future courses.

- Develop more effective ways to integrate international students, faculty and staff and their perspectives into the campus community.
- Foster a campus culture that embraces internationalization and outreaches to bring all stakeholders into the process.
- Expand the international components of co-curricular activities. Develop more opportunities for international events, conferences and symposiums.
- Encourage all students, faculty and staff to become involved in some constructive way in international activities.
- Infuse opportunities for international competency development into existing student experiential learning including practicum and capstone experiences.
- Infuse international and cross-culture practicum, study tours, and study abroad experiences into majors and minors.
- Establish an International Teaching and Research Center to intensify the international perspective in teaching and research at the university.
- Expand internationally focused professional development opportunities.
- Establish a network to connect faculty, staff and students with international education resources.
- Develop campus-wide programs (such as an International Education Day) to give faculty, staff and students an opportunity to share their international experiences and achievements and to provide information and training for other campus and community members.
- Move to an expanded "partnership" model for study abroad that links academic departments at UW-L with corresponding departments at foreign institutions.

### **3. Action steps to create an infrastructure, support systems and assessment measures**

#### **ACADEMIC PROGRAMS- Creating an infrastructure and support system**

- Evaluate both the desirability and feasibility of a foreign language requirement for all UW-L graduates.
- Explore the implications of internationalization for General Education.
- Refine student-learning goals for global competence within the General Education Program.
- Continue to support the efforts of the ESL (English as a Second Language) Institute to expand offerings and enrollments.
- Encourage more flexibility in required courses in a major in order to accommodate international experiences for faculty, staff and students.
- Provide encouragement and support to faculty to develop a larger number and variety of short-term study tours, principally during summer and J-terms

- Provide numerous options for international/global education courses, INS study abroad courses and study abroad experiences.
- Explore language immersion experiences conducted abroad and on campus.
- Develop more international courses that focus on a wide array of cultures and regions of the world.
- Establish a network of study-abroad advisers in each of the departments provide appropriate training for these individuals.
- Develop international "themed" years focusing on different cultures or regions of the world. All departments and units would be encouraged to find ways to connect to the theme.

#### **STUDENTS- Creating an infrastructure and support system**

- Investigate how recruitment and admission of students might better support internationalization at UW-L.
- Request that academic and student support units identify resource needs and possible infrastructure changes to accommodate more students studying abroad and more international students and scholars on the UW-L campus.
- Increase international student enrollment by negotiating more contract programs for students, expanding Fulbright students and increasing the number of ESL student programs.
- Increase direct-exchange programs with international universities, which support tuition reciprocity.
- Expand opportunities to participate in international internships, service learning experiences, research projects
- Develop organized support systems for students returning from an international experience (e.g., a residence hall for students who have or will international experiences during the year, a network of study-abroad advisers, and a study-abroad support group).
- Provide appropriate academic and support services to international students (e.g., diversified housing options, scholarships and peer mentoring).
- Cooperate with other universities (especially UW-System and consortiums to offer reciprocity in various study abroad opportunities.
- Establish international experiences in Canada in both French-speaking and English-speaking environments.
- Develop strategies that encourage more students who are typically under-represented in international activities to participate. Examples include: athletes, males, science majors, students of color, and students from lower socio-economic backgrounds.

#### **FACULTY AND STAFF-Creating an infrastructure and support system**

- Investigate how recruitment and admission of personnel might better support internationalization at UW-L.

- Explore ways to modify practices for recruitment and hiring of university personnel to better support internationalization.
- Make "international" activity an important consideration in decisions concerning merit, retention, promotion (tenure) and career progression.
- Incorporate internationalization into orientation and mentoring of new faculty and staff. Inform new personnel of UW-L's international education endeavors, services and professional development opportunities.
- Encourage international participation and promote grant writing for international projects.
- Explore ways to accommodate workload issues related to international activities. (e.g., replacement of personnel in academic departments)
- Address the need for adequate support to realistically allow participation in international experiences.
- Provide appropriate academic and work-life support to Fulbright/Amity Scholars and other international scholars. (e.g., expand housing options, compensation packages and integration into UW-L's international mission.)
- Provide appropriate logistical planning and support for organizing and conducting international experiences for students.
- Explore and provide listing of various exchange opportunities.
- Extend opportunities for personnel to be involved in language study and cross-cultural courses to promote international development.
- Encourage international components in sabbatical and professional development activities. Explore opportunities for involvement in international activities that are "family-friendly" and "family-inclusive."
- Advocate for international research projects conducted in international locales.
- Consider the development of incentives for international activities.

#### **BUDGET RESOURCES-Creating an Infrastructure and Support System**

- Encourage the UW-L Grants & Contracts Office to identify and publicize opportunities for external funding for international initiatives.
- Continue establishing endowments for international initiatives as part of the upcoming Comprehensive Campaign. Endowments could provide funding for professional development of personnel, student scholarships, recruiting international scholars, hosting events and other co-curricular programs with an international focus.
- Explore reallocation of internal resources to advance the international mission of the university (e.g., invest a fraction of out-of-state tuition in international initiatives).
- Explore program design models to incorporate revenue generation through fostering self-supporting international programs.
- Support faculty and staff in the pursuit of foundation and grant funding for international initiatives.

- Pursue Federal Grants (e.g., Fulbright Program, Title VI and FIPSE grants) to support international initiatives.

#### **ASSESSMENT-Creating an infrastructure and Support System**

- Develop a series of criteria and measures to help UW-L evaluate its ongoing progress towards internationalization.
- Assess and report the degree to which undergraduate and graduate courses/programs address international topics so that a greater internationalization of the curriculum can take place, as appropriate.
- Assess and report the degree to which current courses in International and Multicultural Studies address internationalization goals and revise the menu accordingly.
- Develop a menu of study abroad opportunities according to the level of support and challenge a student may encounter, including assessment and categorization of disability accommodation and other resources.
- Conduct ongoing reviews and discussions regarding the commonalities and distinctions among actual/proposed strategic plans by campus departments and colleges for international experiences.

#### **4. Action steps to expand partnerships and enhance communication**

##### **EXPANDING PARTNERSHIPS**

- Establish a “Great Rivers Fulbright Chapter” for the Tri-State Region with its home office at the University of Wisconsin-La Crosse.
- Develop linkages with external partners that are consistent with university internationalization goals and expertise. These may be local (e.g., Sister City programs), state (e.g., Wisconsin Department of Commerce), regional (e.g., Great Lakes Colleges Association), national (e.g., World Trade Center), and international (e.g. International Student Exchange Program).
- Collaborate with various service organizations (e.g., Rotary International and Lions International).

##### **ENHANCING COMMUNICATION**

- Evaluate the feasibility of a Select University Committee on Internationalization to involve a wide spectrum of campus participants in evaluating and implementing the recommendations of this report.
- Develop a compelling image and Web page presence for internationalization at UW-L. This web-presence should make it both inviting and easy to access all relevant international information and resources.
- Implement improvements in the UW-L Student Recruitment/Admissions web page and database utilization with regards to international programs.
- Develop recruitment materials for international students in multiple languages.

## **Task Force on Academic Initiatives in International Education**

Ruthann Benson, Task Force Chair, College of Liberal Studies/School of Arts & Communication

Gary Gilmore, College of Education, Exercise Science, Health and Recreation

Jon Hageseth, Counseling and Testing

Thomas Hench, College of Business Administration

Eric Kraemer, International Studies and College of Liberal Studies

Jay Lokken, Office of International Education

Marcia Naber, Career Services

Barbara Rusterholz, College of Liberal Studies

Dean Stroud, Office of the Provost

James Wiener, College of Science and Allied Health

Dorothy Zeisler-Vralsted, Office of the Provost

MacKenzie Vlack, Task Force Intern

## APPENDIX A

### THE FURTHER FINDINGS OF THE UW-L TASK FORCE ON ACADEMIC INITIATIVES IN INTERNATIONAL EDUCATION

The intent of this report is to provide a more comprehensive response to the charge that was given to the UW-L Task Force on Academic Initiatives in International Education by Provost Elizabeth Hitch. It will summarize our findings regarding the role of internationalization and “international experiences” currently at UW-L and what factors will influence the future internationalization of the university.

#### Campus History

Exceptional progress has been made in internationalizing the university in the last twenty years, as evidenced by the following:

- TIE (Travel and International Education) Committee Report to the Faculty Senate in 1983 listed only two UW-L sponsored study abroad opportunities: the Denmark International Study program (since 1970) and ISEP (since 1981). Today UW-L has partnerships in 12 countries, faculty teaching opportunities at 5 international locations, and numerous other study abroad options each year.
- In 1982, UW-L had 49 international students on the campus. Today the University has 160 international students. In the 1970s and early 1980s, an average of 25 to 30 UW-L students studied abroad annually. In 2004, 398 students from UW-L studied abroad
- The 1983 TIE report contained a recommendation (later deleted by the Faculty Senate) to require 9 credit hours in “international education” of all students. Today the General Education Program requires 6 credits in International and Multicultural Studies.
- The curriculum has been strengthened by the addition of new international courses and programs, as well as by the organization of all courses with at least 60% “international” content into the International Studies minor.
- TIE recommended in mid-1990s that UW-L provide \$60,000 to support international development for faculty and staff. Today \$75,000 is available annually for this purpose.

#### Mission

The University’s mission emphasizes academic excellence; endorses a broad liberal education as a foundation for the intellectual, cultural, and professional development of students; and states that the University shall serve as an academic and cultural center. In a geographic sense, the goals linked to the University mission focus on La Crosse and the Upper Mississippi Valley region. The terms “global” and “international” do not appear

in the mission goals. The contribution of an international education experience to the intellectual, cultural, and professional development of students is broadly recognized within the campus community. International education is clearly consistent with the defined mission of the University.

### **Strategic Plan & Institutional Goals**

The importance of international education is repeatedly emphasized in the 2003 Strategic Plan. Globalization, the global educational environment, or global citizenry are included in the Core Values, the Key Areas of Focus, and the separate Vision statements for Academics, Student Development, Diversity, and Globalization. The Vision statement for Globalization in the 2003 Strategic Plan recommends increased international experiences for students, faculty, and staff and an expanded commitment to international programs. The Plan does not, however, articulate a campus-wide vision for international educational experiences. The planning strategies in the 2003 Strategic Plan include (a) increases in international experiences on campus and abroad, (b) promotion of cultural competence and international awareness, (c) greater globalization of the curriculum, and (d) development of opportunities for greater global interaction.

A major challenge for the university will be developing a vision for what we would like to accomplish internationally as a campus and outlining a blueprint for achieving that vision. Success in markedly expanding international opportunities at the University will require a unifying vision, clear goals, strong support, and a firm commitment to action.

### **Exploring with Faculty, Staff and Student The Role of International Experiences**

Between September 2004 and March 2005 the Task Force conducted 32 discussion forums or meetings with faculty, staff and students to consider the benefits, needs, approaches, and challenges of providing an international experience for all undergraduate students - (see Appendix I for Discussion Questions). The “Suggested Action Steps for the Internationalization of UW-L” in this report are a direct result of these discussion forums and meetings.

#### **Benefits and Needs**

When asked what value participants placed on international experiences based on their own experiences, a common response was that international study is a life-changing experience that has a strong positive impact on cultural understanding and the ability to be successful in future pursuits. It was felt that cross-cultural experiences both abroad and in the U.S. contributed significantly to individuals’ understanding of multiple global issues and perspectives. One of our favorite quotes during these discussions was “A sponge is only as good as the liquid that it is dipped in and then squeezed out.” Our students are like this, as well, they are only as good as the experiences they get and then the actions that they take as a result.

In discussing how to foster a campus climate that would increase awareness of international issues and the value of international experiences, it was widely suggested

that there needs to be a systematic way of sharing information regarding the international experiences of students, faculty and staff with the campus and regional community. It was felt that the extent to which we are able to educate our students and colleagues to the value of internationalization will determine how successful we are in incorporating international experiences into the curriculum. Involving more faculty and staff in international experiences can increase grass roots support for international education, because most who participate develop an appreciation for the value of international experiences. The profile of international students and visiting scholars within the campus community and their interactions with U.S. national students, faculty and staff can be enhanced through institutional programs, campus media and seminar series.

In its discussions with the campus community, the Task Force shared the document “International/Intercultural Competencies” that had been compiled by the American Council on Education - (see Appendix G). This list includes a range of competencies divided into the areas of knowledge, attitudes and skills. Campus members echoed many of these same competencies when discussing student-learning outcomes of international experiences, particularly those dealing with sensitivity and respect for cultural differences and the ability to take multiple perspectives. Participants felt that it was important for UW-L to establish its own clear student learning goals for international experiences and to conduct effective assessment of these goals.

When asked “What are the needs of faculty and staff for international development?” it was noted that many UW-L faculty and staff have had only minimal international experience or training. Incentives need to be developed and disincentives removed if all faculty and staff are to be fully engaged in international initiatives. While internal resources (such as the UW-L International Faculty/Academic Staff Development Fund) have provided much needed funding for faculty and staff international development opportunities, additional funding opportunities must be considered and pursued. The Task Force repeatedly heard about individuals interested in international initiatives being actively discouraged from participation by colleagues because concerns related to retention, tenure and promotion. It is essential that UW-L consider how internationalization can be infused into the value system of all aspects of the university.

### Approaches

Currently at UW-La Crosse, the only certified (recorded on a student’s transcripts) and, therefore, assessed international experiences are those that qualify as “Study Abroad”, i.e. “an educational program of study, work, research, or internships that is conducted outside the United States and that awards academic credit” (*The State and Future of Study Abroad in the United States*, December 2004). Other international experiences sponsored by UW-L but not officially certified as international experiences include such experiences as performance tours and service projects abroad. In its discussion with the campus community, the Task Force defined “international experiences” as “intercultural experiences that contribute to an international/global perspective.” It was noted that if “international experiences” were to be required of students, a clear definition of “international experiences” that was certifiable and assessable should be developed.

Students studying abroad for a semester or longer are required to take INS 250: Orientation Abroad, a course providing an in-depth discussion of culture shock and how to make the most of the study abroad experience. They also can elect to take INS 251: Journaling and INS 252: Reentry, which enable them to integrate the experience into their lives. It was noted by many participants that if all students engaged in international experiences took all three of these courses, they would derive the greatest benefits from the experience.

UW-L has established partnership agreements with major universities around the world, including Ireland, France, Russia, Germany, Denmark, Spain, Mexico, China, Australia, Egypt, Israel, Hong Kong, the Netherlands and the United Kingdom. Additional partnerships are currently being developed within Vietnam, Norway and Japan. Exchange programs enable UW-L students to enroll directly at many universities abroad. UW-L is a member of the International Student Exchange Program (ISEP), an organization of more than 200 higher education institutions located throughout the world. Short-term study tours led by university faculty and “study centers” designed exclusively for American students enable students to focus on international issues and themes in a structured learning environment.

Participation in Study Abroad reached its highest enrollment ever at UW-L in 2004-05 with 398 students studying abroad either in short-term, one-semester or one-year programs. Participation in Study Abroad has increased steadily over the past 10 years, with a 427% increase over study abroad participation in 1995-96 of 93 students. It was noted by many campus members that the opportunities for study abroad would have to increase significantly in both quantity and diversity if a significantly larger number of students are to become involved. The percentage of the total student population participating in study abroad is still low relative to that in some other institutions.

Departments and campus units that were asked what is currently being done (or has been done in the past) in their area to provide or encourage international experiences for students and faculty responded with a variety of strategies, including: (a) innovative faculty-led study tours, (b) incorporation of study abroad requirements in selected majors, (c) college faculty research grants with diversity and/or international perspectives being given priority in funding, (d) the recruitment of international students into programs, (e) the hiring of international faculty or faculty with international experience and education, and (f) the development of direct partnerships or collaborations with faculty and programs at universities outside the U.S.

Possible strategies for providing international experiences for place-bound students were also explored with the campus community. Suggestions included (a) foreign language and cultural immersion programs, (b) cross-cultural immersion programs with the Hmong Community or Ho-Chunk Nation, and (c) incorporation of distance education to bring the international classroom to students.

## Challenges

In reviewing the current status of the UW-L Study Abroad Program, the Task Force began by considering two very important questions, “To extent does the UW-L Study Abroad Program reflect the university’s international identity and vision?” and “What role does the UW-L Study Abroad Program play in the university’s international goals and strategies?”

Assessment of how study abroad at UW-L reflects and aligns with the university’s international identity and vision proved to be difficult. The lack of an articulated international identity and vision for the university and the lack of articulated international goals and strategies for the university (other than those identified for select units, such as the Office of International Education) made any assessment of the role of study abroad within the broader goal of internationalization of the institution difficult. Consequently, the Task Force expanded its investigation and subsequent recommendations to the broader goal of internationalization of the institution. It was within this broader goal that we explored the role of international experiences.

In investigating what elements of the curriculum and institutional policies and practices promote study abroad and which ones impede it we identified the following.

Those that promote international experiences abroad:

1. Faculty and staff with international experience who actively promote the value of international experiences to students.
2. An International Faculty Development Grant Program that enables faculty and staff to travel to international sites when developing faculty-led study tours.
3. A limited number of degree programs that require study abroad for graduation (i.e. International Business Major, Modern Languages Education and German Studies Major).
4. Strong degree programs in French, German and Spanish that either encourage or require international experiences.
5. Costs for study abroad that are kept as low as possible and are often based on tuition, room and board at UW-L. Financial aid may be applied directly to the cost of the program. Many contract programs allow for maintaining equitable costs when studying abroad.
6. International internship opportunities that are offered in conjunction with study abroad. Internships are available for the summer as well as for the academic year. Internship sites are offered worldwide.
7. International Undergraduate Research Grants (up to \$2,000) that are available for students to conduct research abroad.
8. International Study Abroad Scholarships that are available for students through the Student Differential Fee Program.
9. Opportunities for students to study and major/minor in a variety of modern languages prior to travel (Spanish, French, German, Russian, Chinese, Japanese, Hebrew).

Those that impede international experiences abroad:

1. Perceived or actual financial obstacles.
  - a. Cost may not be considered affordable for some students when loss of income from jobs (including Federal Work-Study) is added to the other costs of studying abroad.
  - b. Financial Aid increases for study abroad are often not sufficient to cover costs.
  - c. Many students must borrow funds to study abroad.
  - d. Some situations exist where a student's financial aid might be reduced due to study abroad (e.g. if the student chooses to study abroad through a school that is not eligible to participate in the federal Title IV student aid programs).
  - e. Lack of adequate infrastructure and resources for expanding study abroad opportunities, other than through 128 fees. State and university budget cuts can also affect 128 international education funds.
2. Perceived or actual academic obstacles
  - a. Lack of applicability of study abroad coursework to general education or degree program requirements.
  - b. Accreditation requirements in some degree programs that advise against study abroad.
  - c. Problems with credit transfer.
  - d. For students who are double majors and/or double minors, there is less flexibility in taking required courses off campus.
  - e. Time-to-degree concerns.
  - f. The UW-System's 160-credit limit.
  - g. Lack of language proficiency.
  - h. Insufficient opportunities for short-term study abroad.
  - i. A relatively small number of faculty and staff interested in or able to lead and facilitate such programs.
  - j. Lack of adequate faculty expertise in many world regions (particularly non-European areas) to lead study tours.
  - k. Insufficient support to faculty and staff to be involved in international experiences abroad. (This can take the form of lack of replacement funds, lack of recognition for international teaching, research, and service.)
3. Mixed opinions regarding the value and feasibility of international study.
4. A concern that any effort to internationalize the campus will weaken the university's commitment to Plan 2008 and its focus on underrepresented minority groups in the U.S.
5. Problems keeping programming in degree programs consistent when large numbers of students are studying abroad annually.
6. Lack of strong area studies degree programs to promote study abroad.
7. Limited opportunities to participate in international internship programs.
8. Limited opportunities to participate in international service projects.

9. Lack of adequate advising for and planning by students regarding study abroad from academic departments in general and the Academic Advising Center.
10. Lack of adequate promotion of international study opportunities through faculty, staff and student presentations on their experiences.
11. Problems for students in registering for classes or communicating with advisors during study abroad experiences.
12. Perceived or actual health and safety obstacles
  - a. Lack of formal assessment and categorization of study abroad opportunities according to the level of challenge and support (developmental issues) that a student will encounter. This is particularly evident in the area of disability accommodation and resources.
  - b. Concern about health and safety standards in other countries.
  - c. Concern about consequences of the U.S.-Iraqi conflict.
  - d. Availability of physical and mental health resources while abroad.
13. Parents with concerns regarding finances, academic study, health and safety.
14. Other
  - a. Other commitments on campus: sports, leadership, work and extra-curricular.
  - b. Other commitments in personal life: boyfriend/girlfriend, family, job, housing, and so forth.
  - c. Misperceptions about study abroad.
  - d. Fear or apprehension of the unknown.
  - e. Lack of information about study abroad.
  - f. Lack of appropriate planning.

### Opportunities

The Task Force identified several factors that support a projected increase in study abroad participation on the institution's strategic priorities for the next five years. There is strong support from administration to significantly expand study abroad opportunities to include all undergraduate students, as evidenced by the formation of the Task Force on Academic Initiatives in International Education, the university's involvement with the ACE International Initiatives, and matching funds from the university for study abroad scholarships in the Student Differential Tuition Initiative. There is strong support for study abroad from UW-L students, as evidenced by the allocation of differential tuition funds to support study abroad scholarships.

There is strong support, philosophically at least, from UW-System and Wisconsin government officials to internationalize Wisconsin's schools, as evidenced by the UW Institute for Global Studies (which is intended to assist all UW-System international education programs) and the recent Wisconsin International Education Summit. Current assessment and restructuring of UW-L's General Education Program could create even more possibilities for encouraging international experiences as a way of fulfilling student-learning outcomes in global competence. Current interest in service learning (or

community-based learning) can be expanded to include international service learning. Finally, there is growing interest in the private sector for international education and global competency for its workforce

With regards to strategies for building towards an expectation of international experiences for all students, faculty and staff, the Task Force identified several major areas of opportunity, including the following.

1. Opportunities exist for building incentives for international experiences into the General Education Program. This could be done in a number of ways. One possibility for fulfilling student-learning outcomes in the area of international/global competence would be to give students general education credit for long-term or short-term international experiences. One possible way of configuring this is as follows:

#### **International/Global Competency**

Option One (6 credits):

- (1) World History 101 or 102 or a “Contemporary Global Issues” course (3 credits)
- (2) INS 250/251/252 (3 credits)
- (3) Long term study abroad/internship abroad (semester or longer) – could waive 6 credits of general education (INS 251/252 would document student learning outcomes of study abroad experience.)

Option Two (9 credits):

- (1) World History 101 or 102 or a “Contemporary Global Issues” course (3 credits)
- (2) INS 250/251/252 (3 credits)
- (3) Modern language beyond 102 level or international/multicultural course (3 credits)
- (4) Short term study abroad/internship abroad (less than one semester) – could wave 3 credits of general education (INS 251/252 would document student learning outcomes of study abroad experience)

Option Three (12 credits):

- (1) World History 101 or 102 or a “Contemporary Global Issues” course (3 credits)
- (2) Modern language beyond 102 level or international/multicultural courses (9 credits)

2. Opportunities exist to develop elements of the curriculum that would promote international experiences (e.g. an International Studies Major, Area Studies majors, more majors with a language requirement, more majors with an international experience requirement, and more flexibility in degree requirements to encourage international experiences.)

3. Opportunities exist to recruit, hire and retain faculty and staff with international experience and interests.
4. Opportunities exist to expand faculty and staff development in international education, foreign language acquisition and culture study to lead study tours or engage in other international initiatives.
5. Opportunities exist to acknowledge and reward faculty and staff for involvement and leadership in international initiatives.
6. Opportunities exist to expand the options for international experiences, whether through study/work/service abroad or through special cultural-immersion programs.

### **External Entities and Resources**

Given the diminishing level of State revenues for higher education, external resources will be crucial to successfully internationalize the campus. Securing external grant and corporate resources could spotlight UW-L's entrepreneurial spirit and attract additional funding in the collaborative spirit. The Task Force urges the campus community to consider incentives for generation of external funding, including recognition as a service activity for promotional evaluations. Research and publicity of external funding opportunities for international initiatives by the Office of Grants & Contracts is essential for internationalization. The Task Force has identified some sources of external support. (See Appendix B.)

### **Local Community Resources**

La Crosse's location on the world famous Mississippi River offers a natural attraction for international activity. Several area events have an international element, for example, Oktoberfest, Airfest, and the Snowflake International Ski Jump. Recently a local group mobilized a plan for an international friendship garden along the Mississippi River. Such examples affirm the openness of the La Crosse area to a broader internationalization initiative.

One of the more active international initiatives in the greater La Crosse area is participation in Sister Cities International, a nonprofit citizen diplomacy network creating and strengthening partnerships between U.S. and international communities in an effort to increase global cooperation at the municipal level, to promote cultural understanding and to stimulate economic development. This has allowed La Crosse city officials and citizens to experience and explore other cultures through long-term community partnerships. Currently partnerships are forged with communities in China, France, Germany and Russia. Several community development, cultural, educational, municipal, business, professional and technical exchanges and projects have been undertaken through this relationship. UW-L has played a major role in teaming with the City of La Crosse Sister City programs and other organizations to support community-based international programs. For example, the university played a leading role in creation of a university in Dubna, Russia, sister city to La Crosse. The partnership has grown to

include exchanges of students, faculty, and staff, as well as joint grant applications to expand and support the program.

La Crosse is home to several private businesses with interests in international initiatives. Global enterprises include Trane International, a recipient of the Wisconsin Governor's Export Achievement Award, whose exports account for more than 30 percent of sales from their La Crosse Business Unit. Trane International Group operations include manufacturing, sales, distribution and aftermarket service facilities in 92 countries. Company-owned, independent and joint venture sales offices are located in Hong Kong (Asia Pacific Zone); Dubai, United Arab Emirates (Mideast, Africa, India Region); Epinal, France (Europe Region), and La Crosse (Latin America Region). Another business, Indus International Inc. of West Salem, provides microfilm readers to libraries throughout the United Kingdom and manufactures microfiche readers for many international organizations. La Crosse County has established an International Business Industrial Park through the La Crosse Area Development Corporation and encourages new business development with an international component. Many companies with international interests are part of the area business community, creating additional opportunities for UW-L with the private-sector partners.

In the 1990s The American International Health Alliance (AIHA) conducted projects with Gundersen Lutheran Medical Center and Franciscan Skemp Mayo Health Systems. These programs have advanced global health through volunteer-driven, "twinning" partnerships and other programs that mobilize communities to better address healthcare priorities, while improving productivity and quality of care. This work continues today under the direction of a local company, World Services of La Crosse, Inc. and its President, Sandra J. McCormick. This is another avenue where community-university partnerships could advance international initiatives at the university.

The citizens with Hmong heritage in La Crosse also offer opportunity for cross-cultural interactions. Locally, The La Crosse Area Hmong Mutual Assistance Association works with Catholic Charities and others to serve immigrants to the La Crosse area.

Both Viterbo University and Western Wisconsin Technical College have ongoing international initiatives and the task force recommends exploring the possibility of more joint activities.

### **Organizational Structure**

Most of UW-L's international programs are centralized through the Office of International Education. These programs include:

- i. International Admissions
- ii. International Student Recruitment
- iii. International Student Services
- iv. International Scholar Services
- v. International Scholar/Special Program Housing
- vi. International Alumni Programs

- vii. Foreign Government Sponsored Student/Faculty Programs
- viii. Study Abroad/Academic Year and Semester Programs
- ix. Study Abroad/Short Term and Summer Programs
- x. International Internship Program
- xi. International Student Exchange Program (ISEP)
- xii. Faculty Programming
- xiii. English as a Second Language Institute

The College of Liberal Studies houses international programs such as the International Studies Program and the Department of Modern Languages, while the College of Business Administration houses the International Business Program.

The International Education Committee, of the Faculty Senate, serves to “encourage and support the continuing growth and development of high-quality, international study programs at the University of Wisconsin-La Crosse. One responsibility of the Committee is to review for possible approval each UW-L credit-generating program offered at least in part at a site abroad” - (*Guidelines for International Study Tour Programs*).

For more than a decade the program array of the Office of International Education has expanded exponentially and the demand for services continues to challenge the existing organization. Long-range staffing plans by OIE include the addition of (a) a position for international student recruitment and international alumni relations and (b) additional international advisors, in compliance with national standards of one international advisor for each 100 students studying abroad.

### **UW-La Crosse International Center**

Long-range campus plans call for a new UW-La Crosse International Center as part of the new classroom building slated for construction within the next 6-8 years. “UW-L’s interest in creating a new space for global education flows directly from its mission to develop an international environment where global awareness is imbued into the very fabric of its programs.” (*UW-La Crosse International Building Proposal*, 1998) The preliminary proposal will provide much needed space for the Office of International Education (reception, offices, work and storage rooms). An International Resource Library will contain materials that are needed on-site to accommodate international advising, research and teaching. An International Area Studies and Research area will provide the physical space to integrate disciplines engaged in international studies. This space will also provide office space and support for visiting faculty from around the world. A Distance Education/Video Conference Room will provide access for video conferencing with individuals at other sites, both in this country and in locations around the world. A Hall of Nations will serve as a central meeting area, which can be used for formal receptions of foreign delegations and various cultural and educational events.

## Summary

The University of Wisconsin-La Crosse, as a comprehensive university, strives to impart the knowledge and creative thinking skills that will prepare students to function in a world where international borders are highly permeable. At UW-L, students prepare for lives of productive citizenship in communities and workplaces that are increasingly multicultural and diverse. A graduate in the 21<sup>st</sup> century must be prepared for a different future than the one faced by leaders in previous decades.

Internationalization is a complex undertaking that requires an intentional process of open and inclusive discussions. All stakeholders need ownership in the international agenda to catalyze their involvement in its development and implementation. It is crucial that faculty, staff and students become involved, oriented and energized as advocates for a broadened international mission.

Further defining our vision and mission as a university will allow us to integrate internationalization into the very core of the UW-L identity. As a Task Force, we asked ourselves, “What if our university’s vision was to ‘Embrace An International Mission Through Engagement’”? What if our mission statement proclaimed, “The University of Wisconsin-La Crosse will serve the community, state and region as a comprehensive university that excels in providing students, faculty and staff with an global perspective”?

Setting goals for internationalization will enable us to connect ongoing international activities and create synergy among them. Building the expectation among faculty, staff and students that being involved “internationally” is part of who we are institutionally will catalyze the incorporation of internationalization into all aspects of campus life. The key here is to make internationalization a viable and visible centerpiece and a top priority of the institution.

To engage fully with the globalized world of the 21<sup>st</sup> century, the future graduates of UW-L must possess multicultural and global perspectives gained through intellectual and social exchange with people of diverse backgrounds. One of the most effective ways to develop such perspectives is to experience living, learning and working in another country or culture. To “*foster and instill an expectation that all UW-L students, faculty and staff will be engaged in international experiences,*” means that campus members consistently and continually articulate the value of international experience. It means that campus leaders work to remove barriers and to provide incentives for participation in international experiences. It means that the campus community works towards building the infrastructure and support systems needed to make international experiences accessible to all students, faculty and staff. Ultimately, it means reaching a point where students, faculty and staff will expect an international experience to be part of their “UW-L Experience”.

## APPENDIX B

### EXTERNAL RESOURCES AVAILABLE TO UW-L FOR INTERNATIONALIZATION

#### University of Wisconsin System

*A sample of other international programs; Consideration should be given to draw on one another's strengths and already established contacts.*

- UW-Stevens Point has the Wisconsin Nicaragua Partners Program, a service learning opportunity for students and professionals.
- UW-Madison Medical School has an international advisory board (contact is Dr. Ayaz Samadani )
- Business Colleges
  - Madison, [www.bus.wisc.edu/ciber/aboutciber/aboutciber.asp](http://www.bus.wisc.edu/ciber/aboutciber/aboutciber.asp)
  - Whitewater [www.academics.uww.edu/business/international.html](http://www.academics.uww.edu/business/international.html)
  - Platteville [www.uwplatt.edu/ibrc](http://www.uwplatt.edu/ibrc)
  - Eau Claire [www.uwec.edu/business](http://www.uwec.edu/business)

*The University of Wisconsin-Extension, Cooperative Extension, has an initiative in Internationalizing Cooperative Extension in which opportunities are available to various professionals (e.g., extension specialist; agronomist; watershed management specialist; irrigation specialist; forester; computer specialist; and many others). While these are opportunities for practicing professionals, there could be collaborative programs. Experiences such as these could provide real-world experiences for students and professionals. The key would be to make certain that assignments are appropriately delimited in terms of responsibilities, timeframe, and supervision. Coordination of such collaboration would be the key to ensure careful planning, implementation, and evaluation efforts.*

[www.uwex.edu/ces/international/events/index.cfm](http://www.uwex.edu/ces/international/events/index.cfm)

*West Central Wisconsin Consortium (WCWC) institutions: UW-Eau Claire, UW-River Falls, UW-Stout, and UW-Superior. Collaborate on planning, coordination, and resource sharing, where appropriate. Incorporating internationalization may be quite useful for this consortium.*

#### State of Wisconsin Department of Commerce, Office of International Trade

This Department has numerous connections with Wisconsin exporters, foreign commerce entities and international programs on some campuses.

<http://datcp.state.wi.us/mktg/business/marketing/international/>

## **Great Lakes Colleges Association (GLCA)**

A consortium of twelve, private liberal arts colleges located in Indiana, Michigan, and Ohio composed of faculty, staff and administrators from the consortium's member campuses. The International and Off-Campus Education Committee (IOCEC) includes directors of international programs on member campuses and works on issues of international and off-campus education as part of a college education. The GLCA is also a member of a national consortium involving 42 colleges and three consortia organizations: Associated Colleges of the Midwest (ACM); Associated Colleges of the South (ACS); and Great Lakes Colleges Association (GLCA). Some of the key collaborations of this group include:

- A system to evaluate study-abroad programs offered by third party providers.
- Shared resources on institutional policies regarding international experiences
- Provide distance education language instruction across campuses.
- Develop exchange programs or agreements with universities of other nations.
- Establish networks to promote shared international programs and events
- Engage in systematic efforts to collect, analyze, and share campus data
- Develop a traveling circuit of experts and resources to help support curriculum development and teaching activities.
- Develop strategies that encourage more students who are typically under represented in international dimensions to participate to a greater degree including student-athletes, male students, science majors, students of color, students with disabilities.

The benefits from a multiple-partner “think tank” are obvious: Ideas and best practices from an array of institutions; recommendations for planning, implementation, and evaluation processes; ongoing updates.

## **U. S. Government**

### ***State Department- The Bureau of Educational and Cultural Affairs***

Two examples of ongoing programs include “Partnerships for Learning Undergraduate Program” and “Middle East Partnership Initiative”.

### ***State Department-The Fulbright Program***

The Fulbright Program is designed to "increase mutual understanding between the people of the United States and the people of other countries..." With this goal, the Fulbright Program has provided more than 250,000 participants — chosen for their academic merit and leadership potential — with the opportunity to study and teach in each other's countries, exchange ideas, and develop joint solutions to

address shared concerns. UW-L is in the process of establishing a Great Rivers Fulbright Chapter with headquarters at UWL.

### **U.S. Department of Agriculture**

Collaborates with a variety of universities in preparing individuals to work in a global environment [www.csrees.usda.gov/qlinks/international/](http://www.csrees.usda.gov/qlinks/international/)

### **The American Association of State Colleges and Universities**

This consortium represents more than 430 public colleges, universities and systems of higher education throughout the United States and its territories including 56 percent of the enrollment at all public four-year institutions. Numerous resources for internationalization are issued by this organization.

[www.aascu.org/alo/](http://www.aascu.org/alo/)

### **United Nations-World Health Organization**

The overall goal of this organization is to help communities around the world and address local health needs.

### **Service Organizations**

Rotary International: [www.rotary.org/](http://www.rotary.org/)

Lions Clubs International: [www.lionsclubs.org/](http://www.lionsclubs.org/)

## APPENDIX D

### FOREIGN LANGUAGE REQUIREMENTS FOR GRADUATION AT UW-SYSTEM SCHOOLS

The following is a list of UW-System school policies regarding a foreign language requirement for graduation from the university. Schools may require foreign language experience for all graduates or for students in specific programs. Also included are the general education areas that include foreign language as an option for fulfilling requirements.

<b>UW-system school</b>	<b>Foreign language required for all graduates</b>	<b>Foreign language required by degree</b>	<b>General Education areas fulfilled by foreign language</b>
Madison*	No	-Bachelor of Arts: 4 <sup>th</sup> semester course high school equivalent or third semester high school equivalent and 2 semesters -Business majors: 3 years in high school or 3 semesters	-“Communication, Part B”: 2-3 credits needed -“Ethnic Studies”: 3 credits needed
Eau Claire*	Yes, with the following options: -complete 102 with a “C” or better and take a placement test -study abroad experience -9 credits in “Foreign Culture” -complete 101 or 102 and 6 credits in “Foreign Culture”		-“Communications”: 6 credits needed
La Crosse**	No		-“Mathematical/Logical Systems and Foreign Languages”: 9 credits needed
Green Bay	No		-two semesters can complete “World Culture”
Superior	No	Bachelor of Arts: 12 credits minimum	-“Humanities”: 9 credits needed
Milwaukee	Yes, in general education with the following options: -two years in high school		

	-two semesters or 6 credits -demonstrate ability through examination		
<b>UW-system school</b>	<b>Foreign language required for all graduates</b>	<b>Foreign language required by degree</b>	<b>General Education areas fulfilled by foreign language</b>
Stout	No		-“Communication Skills”: 8 credits needed -“Humanities”: 9 credits needed -“Ethnic Studies”: 6 credits needed -can complete “Global Perspectives” through: <ul style="list-style-type: none"> <li>- -2 years in high school with “C” or better</li> <li>- -4 credits with “C” or better</li> <li>- -demonstrate competency on examination</li> </ul>
Steven’s Point	No	-Bachelor of Fine Arts or Bachelor of Music: 0-8 credits needed -Bachelor of Arts: 8 credits needed	-“Cultural Awareness” 21 credits needed -“Humanities”: 18 credits needed
Whitewater	No		-“Humanities”
Platteville	Yes, listed under “Competency Standards” with the statement: “Students should be able to use a language other than English.”		-Foreign Language General Education Requirements: 0-8 credits -two years in high school with “C” or better fulfills this requirement
Parkside	Yes, two semesters within first 60 credits earned -can be waived if: <ul style="list-style-type: none"> <li>- two years in high school with “C” or better</li> <li>- three years in high school</li> <li>- one year in high school and one semester</li> </ul>		

<b>UW-system school</b>	<b>Foreign language required for all graduates</b>	<b>Foreign language required by degree</b>	<b>General Education areas fulfilled by foreign language</b>
River Falls	No	-recommended for College of Business for those entering with a foreign language background -Bachelor of Science: 3-6 credits of Modern Language needed, but does not necessarily imply foreign language -Bachelor of Arts: two semesters or test out	-“Humanities”
Oshkosh	No	-Bachelor of Arts: 14 credits needed	-“Humanities”: 9 credits needed

\*--UW-system school that requires foreign language units for admissions into the university.

\*\*--UW-system school that lists foreign language as typical of the average applicant.

## APPENDIX E

### FOREIGN LANGUAGE ADMISSION REQUIREMENTS AT UW-SYSTEM SCHOOLS

The following is a list of the foreign language policies regarding admissions for the UW-system schools. Two schools actually required units of foreign language for admissions (UW-Madison and UW-Eau Claire) while the other UW schools categorize foreign language under an elective section. UW-La Crosse encourages foreign language experience by listing foreign language units as part of the “average preparation of applicant”.

#### **UW-System schools that *require* foreign language for admission to the university:**

- **UW-Madison** A minimum of 2 units is required, but it is written in the policy that 4 units are typical of the average applicant.
- **UW-Eau Claire** A minimum of 2 units is required.

#### **UW-System schools that list foreign language as part of the average preparation of an applicant but *not as a requirement*:**

- **UW-La Crosse** 3 units of foreign language are included under the typical student’s application.

#### **UW-System schools that include foreign language under categories such as “electives” or “additional” in their admission policies but *do not require foreign language experience*:**

- **UW-Green Bay** Along with the standard core requirements, students need 2 more units from: science, English, math, social science, or a foreign language.
- **UW-Superior** Foreign language is listed under “electives”, of which 4 credits are needed.
- **UW-Milwaukee** Foreign language is listed under “college preparatory electives”, of which 4 units are needed, but specifically written in the policy is that foreign language is *not* required)
- **UW-Stout** Foreign language is listed under “elective credits”, of which 4 units are needed, but specifically written in the policy is that foreign language is *not* required.
- **UW-Steven’s Point** Foreign language is listed under “academic electives”, of which 2 units are needed.
- **UW-Whitewater** Foreign language is listed under “electives”, of which 4 units are needed.
- **UW-Platteville** Foreign language is part of a list of which 4 units are needed.

#### **UW-System schools that do not have foreign language listed in their admissions policy (contact with the university clarified which category foreign language falls under):**

- **UW-Parkside** Foreign language is not listed, but is included under “academic electives”, of which 4 credits are needed.

- **UW-River Falls** Foreign language is not listed, but is included under “other electives”, of which 4 units are needed.
- **UW-Oshkosh** Foreign language is not listed, but is included under “academic electives”, of which 4 units are needed.

## APPENDIX F

### DEFINITIONS FROM THE LITERATURE

(Source: Green, M. F., & Olson, C. (2003) *Internationalizing the Campus: A User's Guide*. Washington, D.C.: American Council on Education.)

#### ***International Education***

“International education is an all-inclusive term encompassing three major strands: (a) international content of the curricula, (b) international movement of scholars and students concerned with training and research, and (c) arrangements engaging U.S. education abroad in technical assistance and educational programs.” (Harari, 1972)

“[International education embraces] the programs of activity which identifiable educational organizations deliberately plan and carry out for their members (students, teachers, and closely related clientele), with one of (possibly both) two major purposes in mind: (a) the study of thought, institutions, techniques, or ways of life of other peoples and of their interrelationships, and (b) the transfer of educational institutions, ideas, or materials from [one] society to another.” (Butts, 1969)

“International education addresses both approach and content. In terms of content, it assumes that a subject or discipline can no longer be understood if it focuses only on the U.S. experience. Almost no discipline is culture free; therefore, excluding the experience of other cultures from the teaching of a discipline that has a cultural context shortchanges the students and reflects an ill-advised chauvinism. In terms of approach, international education calls for presenting a subject in an international framework so that students are aware of the interrelatedness of all nations and the commonality of such problems as poverty and discrimination.” (Burn, 1980)

#### ***Internationalization***

“Internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution.” (Knight, 1994)

“[Internationalization is]...the complex of processes whose combined effect, whether planned or not, is to enhance the international dimension of the experience of higher education in universities and similar educational institutions.” (OECD, 1994)

#### ***Globalization***

“Fundamentally, it is the closer integration of the countries and peoples of the world which has been brought about by the enormous reduction of costs of transportation and communication, and

the breaking down of artificial barriers to the flows of goods, services, capital, knowledge, and (to a lesser extent) people, across borders.” (Steiglitz, 2003)

“[W]e use the term globalization to represent neo-liberal economic ideology and its material strategies that aim to increase profits and power for transnational corporations, and similar strategies enabling government agencies to gain economic advantages and be competitive.” (Currie et al., 2003)

“Whatever specific characteristics we tend to associate with the concept of ‘globalization,’ it is an expression of ‘new geopolitics’ in which the control over territory is of lesser importance than the control of and access to all kinds of markets, the ability to generate and use knowledge, and the capacity to develop new technology and human resources...” (Sadlak, 1998)

### ***Globalization and Internationalization Compared***

“Whereas international relations are interterritorial relations, global relations are supraterritorial relations. International relations are cross-border exchanges over distance, while global relations are trans-border relations without distance. Thus global economics is different from international economics; global politics is different from international politics, and so on. Internationality is embedded in territorial space; globality transcends that geography.” (Scholte, 2000)

“[I]t is important to stress that internationalization and globalization are not synonymous, and it is worthwhile to differentiate clearly between them. Globalization refers to forceful changes in the economic, social, political, and cultural environment, brought about by global competition, the integration of markets, increasingly dense communication networks, information flows, and mobility.” (Reichert & Wächter, 2000)

“[Globalization] is a relatively uncontrolled process, determined mainly by fierce economic competition on a global scale, and by rapid advances in information and communication technology. Internationalization, on the other hand, is based on conscious action. Today, and this is important, it is mostly a response to the challenges brought about by globalization. For globalization has changed the world-wide higher education landscape.” (Crowther et al., 2000)

### ***Multicultural and Multicultural Education***

“Is the United States becoming more multicultural at the end of the twentieth century or less so? If by ‘multicultural’ we are referring only to demographic changes, the ethno-racial composition of the workforce and the general population, then the answer is yes. But if multiculturalism refers to a feeling of shared fate, to the need for changing identities, transforming our sense of self and of what it means to be an American, and of seeing what the United States looks like through the eyes of different groups, and

especially if becoming more multicultural refers to the attempt to increase social and economic justice—then the answer is much less clear.” (Eddy, 1996)

“Multicultural education is a complex and multidimensional concept, yet media commentators and educators alike often focus on only one of its many dimensions. Some teachers view it only as the inclusion of content about ethnic groups in the curriculum; others view it as an effort to reduce prejudice; still others view it as the celebrations of ethnic holidays and events...I will use the following five dimensions to describe the field’s major components and to highlight important developments within the last two decades: (1) content integration, (2) the knowledge construction process, (3) prejudice reduction, (4) an equity pedagogy, and (5) an empowering school culture and social structure.” (Banks, 1998)

### ***Intercultural Education***

“Intercultural sensitivity is not natural. It is not part of our primate past, nor has it characterized most of human history. Cross-cultural contact usually has been accompanied by bloodshed, oppression, or genocide...Education and training in intercultural communication is an approach to changing our ‘natural’ behavior. With the concepts and skills developed in this field, we ask learners to transcend traditional ethnocentrism and to explore new relationships across cultural boundaries.” (Bennett, 1993)

“Intercultural education is intense for a number of reasons. Its content can be difficult to grasp; its process demanding. First, it requires learners to reflect upon matters with which they have had little firsthand experience. Second, unlike more conventional approaches to education, which tend to emphasize depersonalized forms of cognitive learning and knowledge acquisition, it includes highly personalized behavioral and affective learning, self-reflection, and direct experience with cultural difference. Third, ‘learning-how-to-learn’ a process-oriented pedagogy...replaces learning facts, a product oriented pedagogy, as a major goal. Fourth, intercultural education involves epistemological explorations regarding alternative ways of knowing and validating what we know, i.e., the meaning of trust and reality.” (Paige, 1993)

### ***Multicultural and Intercultural Compared***

“Differentiating the labels multicultural education and intercultural education, the two most commonly used terms...is sometimes difficult and the boundaries are blurred...For many, intercultural education has a somewhat different orientation than multicultural education. Multicultural education, according to Khoi (1994), refers to unrelated juxtapositions of knowledge about particular groups without any apparent interconnection between them. Intercultural, however, implies comparison, exchanges, cooperation, and confrontation between groups. Problems and situations are seen as so complex that they can be dealt with only through the convergence and combination of different viewpoints. From this perspective, intercultural education is more proactive and action oriented than multicultural education, and rather than focusing on specific problems such as learning style differences or language development, recognizes that a

genuine understanding of cultural differences and similarities is necessary in order to build a foundation for working collaboratively with others. (Cushner, 1998)

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## APPENDIX G

### INTERNATIONAL/INTERCULTURAL COMPETENCIES

(Source: Green, M. F., & Olson, C. (2003). *Internationalizing the Campus: A User's Guide*. Washington, D.C.: American Council on Education.)

#### *Summary of Literature*

What competencies do students need to become world citizens and succeed in today's global workforce? What learning outcomes should institutions of higher learning focus on to enable students to meet the challenges of the 21<sup>st</sup> century? There is no easy answer and, while there have been many attempts to answer these questions, there is no consensus. Part of the problem, as is evident through the list below, is the interdisciplinary nature of the competencies. Each field brings to the debate its own perspectives and there has been little discussion among them. This list shows the range of competencies that have been discussed to date; it is not exhaustive. The first section is a summary of the extended section, which follows. Headings have been created for organizational purposes but with an awareness that some of the competencies could appear under multiple headings.

#### **Knowledge**

- Knowledge of world geography, conditions, issues, and events.
- Awareness of the complexity and interdependency of world events and issues.
- Understanding of historical forces that have shaped the current world system.
- Knowledge of one's own culture and history.
- Knowledge of effective communication, including knowledge of a foreign language, intercultural communication concepts, and international business etiquette.
- Understanding of the diversity found in the world in terms of values, beliefs, ideas, and worldviews.

#### **Attitudes**

- Openness to learning and a positive orientation to new opportunities, ideas, and ways of thinking.
- Tolerance for ambiguity and unfamiliarity.
- Sensitivity and respect for personal and cultural differences.
- Empathy or the ability to take multiple perspectives.
- Self awareness and self-esteem about one's own identity and culture.

#### **Skills**

- Technical skills to enhance the ability of students to learn about the world (i.e., research skills).
- Critical and comparative thinking skills, including the ability to think creatively and integrate knowledge, rather than uncritical acceptance of knowledge.
- Communication skills, including the ability to use another language effectively and interact with people from other cultures.

- Coping and resiliency skills in unfamiliar and challenging situations.

### **Extended Review of the Literature**

The terms used below are those utilized by the various authors and were included to facilitate your future searches for materials. Please note this is not an exhaustive list and the author would welcome any additions.

### **Knowledge**

- *Political Knowledge* includes knowledge of one's own political system, players, and events as well as international systems, leaders, and events. It also includes a knowledge of geography, institutions and their processes, and economics (Caprini and Keeter).
- *"State of the Planet" Awareness* is understanding of prevailing world conditions, developments, and trends associated with world issues such as population growth, economic conditions, inter-nation conflicts, and so forth (Hanvey). The Knowledge Dimension in the ETS study includes awareness of such topics as trade arrangements, energy, human rights, and population issues (ETS).
- *Foreign Language Acquisition* refers to knowledge of another language as a way to increase one's understanding of another culture (Bonham).
- *Knowledge of International Etiquette* is understanding of appropriate international etiquette in situations with colleagues, to cover greetings, thanking, leave taking, gift-giving, and paying and receiving compliments (Stanley).
- *Knowledge of Global Dynamics* means comprehension of the hidden complexity that can alter the interpretation of world events (systems thinking) (Hanvey). It is linked to critical-thinking skills (Mestenhauser).
- *Knowledge of Global and National Interdependence* is knowledge of key elements of interdependency (Bonham).
- *Awareness of Human Choices* is an awareness of the problems of choice confronting individuals, nations, and the world (Hanvey).
- *Perspective Consciousness* is an awareness that one has a view of the world that is not universally shared, that there is a distinction between opinion and perspective (worldview) (Hanvey).
- *Knowledge of Self* refers to understanding one's own culture and place. Also known as *Personal Autonomy*.

- *Personal Autonomy* is an awareness of identity and includes taking responsibility for one's actions and understanding one's own beliefs and values (Kelley and Meyers).
- *Cross-Cultural Awareness* is an awareness of the diversity of ideas and practices found in the world (Hanvey).
- *Knowledge Acquisition from a Multiple Perspective* refers to knowledge selected to represent the variety of cultural, ideological, historical, and gender perspectives present in the world (Lamy).
- *Exploration of Worldviews* is a review of the values, assumptions, priorities, and policy orientations that are used to interpret both public and private issues (Lamy).

### **Attitudes**

- *Movement Toward Empathy* is seeing others as they see themselves, given their conditions, values, and so forth (Hanvey). It goes beyond sympathy (**ethnocentric thinking to ethnorelativist thinking**) to a fuller view that focuses on the other instead of the self (Bennett). Also reflected in the **Concern Scale** which is described as feelings of empathy and kinship with people from other nations and cultures (ETS, p. 136).
- *Emic Thinking* (Mesenhausner), *Intercultural Perspective Taking*, or *Allocentrism* is the ability to take a multiplicity of perspectives.
- *Reflective Attitude* is a reflection on the impact of decisions, choices, and behavior of self and others (Fantini).
- *Learning Attitude* is a willingness to learn from others and engage others (Fantini). Also termed **Flexibility Openness** on Kelley and Meyers CCAI Scale (Kelley and Meyers), and is similar to **Positive Orientation to Opportunities** (Brislin) or **Dynamic Learning** (Dinges).
- *Tolerance for Ambiguity and Respect for Others* (Fantini).
- *Personality Strength* refers to well-developed self-esteem and positive self-concept (Brislin), similar to the idea of **Integration**, that is, a growing coherence and increased synthesis of personality.
- *Global Understanding* aims to measure attitudes, such as interest about international developments, expression of empathy, feelings of kinship about others, and degree of comfort in foreign situations (ETS).

## Skills

- *Technological Skills* means an enhanced capacity as consumers of information; also, using technology to gain a better understanding of the world.
- *Second Language Proficiency Skills* refer to the ability to use another language to accomplish basic communication tasks (ETS). The BBCAI notes language skills to include the ability to understand a newspaper, technical reports, and everyday instructions (Stanley).
- *Critical Thinking Skills* refer to the ability to expand thinking to recognize issues, solutions, and consequences not ordinarily considered, that is, holistic thinking. It includes the ability to synthesize and integrate knowledge, rather than uncritical acceptance of knowledge, or meta-learning (Mestenhauser).
- *Comparative Thinking Skills* are similar to **Critical Thinking Skills**, in the ability to compare and contrast critically (Mestenhauser).
- *Skills for Understanding* are skills that enable students to analyze and evaluate information from diverse sources critically (Lamy).
- *Manage Stress When Dealing with Difference* (Hammer), also termed **Emotional Resilience**, is the ability to maintain a positive state, self-esteem, and confidence when coping with ambiguity and the unfamiliar (Kelley and Meyers). The BCCIE terms this **Resiliency and Coping Skills** and includes psychological preparedness and leaderships skills in diverse situations (Stanley).
- *Strategies for Participation and Involvement* are strategies to allow students to connect global issues with local concerns and take action in the context of their own lives (Lamy).
- *Self-monitoring Techniques* relate to the ability to self-monitor behaviors and communication and take responsibility for one's self (Spitzberg). This is similar to **Autonomy**, that is, autonomous self-regulation of actions.
- *Effective Cross-Cultural Communication Skills* are the ability to alter one's communication and responses to reflect another's communication style and thus build relationships (Hammer). Also termed **Perceptual Acuity**, which is attentiveness to verbal and nonverbal behaviors and interpersonal relationships, understanding the context of communication (Kelley and Meyers). This could also include the concept of **Potential for Benefit**, which includes an openness to change and the ability to perceive and use feedback as well as motivation to learn about others (Brislin).
- *Enhanced Accurate Communication Skills* refers to the ability to communicate with a minimal loss or distortion of the meaning (Fantini).

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## APPENDIX H

### INTERNATIONAL MENTION IN MISSION STATEMENTS OF OTHER UNIVERSITIES INVOLVED WITH THE INTERNATIONAL INITIATIVES PROGRAM OF THE AMERICAN COUNCIL ON EDUCATION (ACE)

#### COMPREHENSIVE UNIVERSITIES

Arcadia University (PA) - (Arcadia University Website, 2005)

-“prepares students for life in a rapidly changing **global society**...through its **Center of Education Abroad**”

Baldwin-Wallace College (OH) – (Baldwin-Wallace College Website, 2005)

-“assists students in their preparation to become contributing, compassionate citizens of  
an **increasingly global society**”

Bemidji State University (MN) – (Bemidji State University Website, 2005)

-in Vision Statement: “a campus learning environment **dedicated to...global thinking**”

-in a list of what BSU will do to accomplish its mission and responsibilities:  
“5. Incorporate new technologies by exploring, developing, and adapting to a human scale the capacities that give the University's students, faculty, and staff **access to the world**, and give the world access to the University.  
6. Encourage a varied educational experience **beyond the classroom** through community service, internships, and **travel**, while providing a campus life rich in unique opportunities for developing a heightened **knowledge of...the world.**”

California Lutheran University - (California Luther University Website, 2005)

-“educate leaders for a **global society**”

California State University–Sacramento – (California State University-Sacramento Website, 2005)

-“ All students... are expected to complete their degree programs with the...skills necessary to understand the complexities...of an **increasingly interconnected world.**”

Delaware State University (DE) – (Delaware State University Website, 2005)

-in their philosophy: “encourage students to **serve** their home, the community, the nation, and **the world.**”

Drake University (IA) – (Drake University Website, 2005)

-“prepares students for...**responsible global citizenship**”

Fairleigh Dickinson University (NJ) – (Fairleigh Dickinson University Website, 2005)

-“Fairleigh Dickinson University is a center of academic excellence dedicated to the **preparation of world citizens through global education**. The University strives to provide students with the multi-disciplinary, intercultural, and ethical understandings necessary to participate, lead, and prosper in the **global marketplace** of ideas, commerce and culture.”

Lock Haven University of Pennsylvania (PA) – (Lock Haven University of Pennsylvania Website, 2005)

-under “What We Do”: “ **Provide for multicultural experiences**”

Missouri Southern State University (MO) – (Missouri Southern State University Website, 2005)

-“Central to that mission is a **strong commitment to international education**”

-“ Inherent in its **international approach** to undergraduate education is the University's desire to prepare its students to understand world affairs, international issues and other cultures as seen through their history, geography, language, literature, philosophy, economics and politics. Knowledge and understanding of other cultures of the world also promote better understanding of our own valuable cultural diversity.”

Murray State University – (Murray State University Website, 2005)

-“**commitment to international education as an integral dimension of the university experience.**”

Pace University (NY) – (Pace University Website, 2005)

-“In a world of increasing interdependence, Pace must **strengthen its international efforts**”

Park University (MO) – (Park University Website, 2005)

-Vision Statement: “Park University will be a renowned **international leader** in providing **innovative educational opportunities** for learners within the global society.”

-Mission Statement: “The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.”

San José State University (CA) – (San Jose State University Website, 2005)

-under “Goals”: “ Multi-cultural and **global perspectives** gained through intellectual and social exchange with people of diverse economic and ethnic

backgrounds”

University of Nebraska, Omaha (NE) (University of Nebraska Website, 2005)

-“expand the educational achievements, intellectual aspirations, and horizons of our students with local, state, national, and **global communities.**”

University of Richmond (VA) (University of Richmond Website, 2005)

-in “statement of purpose”: “committed to...opportunities for internships, social commitment and public service, and other domestic and **international learning experiences.**”

-in proposed mission: “prepares students to lead lives of...responsible leadership in a **global and pluralistic society**”

Webster University (MO) – (Webster University, 2005)

-“...is an...**international university**”

-“promotes **international perspectives** in the curriculum and among students and faculty”

#### **LIBERAL ARTS INSTITUTIONS**

Beloit College (WI) – (Beloit College Website, 2005)

-“**emphasize international studies**”

Chatham College (PA) – (Chatham College Website, 2005)

-“career preparation to help women face the challenges of the **global marketplace**”

-“equip her for...lifelong exploration of the world”

Dickinson College (PA) – (Dickinson College Website, 2005)

-“A Dickinson education prepares its graduates to become the citizen leaders of their generation by incorporating a **global vision** that permeates the entire student experience, creating a community of inquiry that allows students to cross disciplinary boundaries and make new intellectual connections, and encouraging students to be enterprising and active by engaging their communities, the nation and the world.”

Franklin Pierce College (NH) – (Franklin Pierce College Website, 2005)

-“Our purpose in this enterprise is to prepare citizens and leaders of conscience for a new Century, whether our graduates' **aspirations are global** or local.”

Juniata College (PA) – (Juniata College Website, 2005)

-“As a member of the **international community**, Juniata extends the student's **academic experience into the world** and encourages the free and open exchange of thought among peoples from distinct cultures and nations.”

Kalamazoo College (MI) – (Kalamazoo College Website, 2005)

-“provide enlightened leadership to a **richly diverse and increasingly complex world.**”

Manchester College (IN) – (Manchester College Website, 2005)

-“intends to develop an **international consciousness**”

Wilson College (PA) – (Wilson College Website, 2005)

-“Wilson is committed to...preparing...leaders who will serve their communities and professions effectively in an **increasingly complex, interdependent, and global world.**”

## APPENDIX I

### SAMPLES OF DISCUSSION QUESTIONS WITH FACULTY, STAFF AND STUDENTS AT FORUMS AND MEETINGS

#### Task Force on Academic Initiatives in International Education Possible Discussion Questions with Academic Departments & Programs

“International Experiences” – defined by the Task Force as “intercultural experiences that contribute to an international/global perspective”

##### Benefits and Needs

1. What value do you place on international experiences based on your own experiences?
2. What recommendations would you make as to how to foster a campus climate that would increase awareness of international issues and the value of international experiences?
3. What student learning outcomes do you believe can effectively be served by an international experience?
4. What are the needs of your faculty and staff for international development?

##### Approaches

5. What is currently being done in your department/program to provide or encourage international experiences for students?
6. What are some of the successful strategies that people in your discipline are employing at other universities to provide students with viable international experiences?
7. What current or future courses in your general education offerings or major offerings could provide viable international experiences for students?
8. What special programming in your department/program currently or in the future could provide viable international experiences for students?
9. What are possible strategies for providing international experiences for place-bound students?

##### Challenges

10. What are potential obstacles to providing an international experience for all students and possible strategies for overcoming these obstacles?

11. What sources of internal and external funding for international experiences for students, faculty and staff do you feel should be pursued?

**Task Force on Academic Initiatives in International Education  
Possible Discussion Questions with the General Education Committee**

“International Experiences” – defined by the Task Force as “intercultural experiences that contribute to an international/global perspective”

Benefits and Needs

1. What value do you place on international experiences based on your own experiences?
2. What recommendations would you make as to how to foster a campus climate that would increase awareness of international issues and the value of international experiences?
3. What student learning outcomes do you believe can effectively be served by an international experience?
4. What are the needs of General Education faculty and staff for international development?

Approaches

5. What is currently being done in the General Education Program to provide or encourage international experiences for students?
6. What are some of the successful strategies that General Education Programs/First Year Programs are employing at other universities to provide students with viable international experiences?
7. How can a revised General Education Program at UW-L provide for or encourage international experiences for students?
8. What are possible strategies for providing international experiences for place-bound students through the General Education Program?

Challenges

9. What are potential obstacles to providing an international experience for all students and possible strategies for overcoming these obstacles?
10. What sources of internal and external funding for international experiences for students, faculty and staff do you feel should be pursued?

**Task Force on Academic Initiatives in International Education**  
**Possible Discussion Questions with College Deans and Staff**

“International Experiences” – defined by the Task Force as “intercultural experiences that contribute to an international/global perspective”

Benefits and Needs

1. What value do you place on international experiences based on your own experiences?
2. What recommendations would you make as to how to foster a campus climate that would increase awareness of international issues and the value of international experiences?
3. What student learning outcomes do you believe can effectively be served by an international experience?
4. What are the needs of your faculty and staff for international development? In what ways does your college currently support faculty/staff international development?

Approaches

5. What is currently being done in your college to provide or encourage international experiences for students?
6. What are some of the successful strategies that similar colleges at other universities are employing to provide students with viable international experiences?
7. What is your assessment of how effectively departments and programs in your college could incorporate viable international experiences into current or future courses through both general education offerings and major offerings?
8. What is your assessment of how effectively department and programs in your college could incorporate viable international experiences into special programming?
9. What are possible strategies for providing international experiences for place-bound students?

Challenges

10. What are potential obstacles to providing an international experience for all students and possible strategies for overcoming these obstacles?
11. What sources of internal and external funding for international experiences for students, faculty and staff do you feel should be pursued?

**Task Force on Academic Initiatives in International Education**  
**Possible Discussion Questions with Student and Academic Services**

“International Experiences” – defined by the Task Force as “intercultural experiences that contribute to an international/global perspective”

Benefits and Needs

1. What value do you place on international experiences based on your own experiences?
2. What recommendations would you make as to how to foster a campus climate that would increase awareness of international issues and the value of international experiences?
3. What student learning outcomes do you believe can effectively be served by an international experience?
4. What are the needs of your staff for international development? In what ways does your unit currently support staff international development?

Approaches

5. What is currently being done in your unit to provide student services support for student international experiences?
6. What are some of the successful strategies that similar units at other universities are employing to provide students with appropriate student services support in relation to their international experiences?
7. What is your assessment of how effectively programs in your unit could provide new or additional student services to an increased number of students participating in international experiences?
8. What are possible strategies for providing international experiences (with appropriate student services support) for place-bound students?

Challenges

9. What are potential obstacles to providing an international experience (with appropriate student services support) for all students and possible strategies for overcoming these obstacles?
10. What sources of internal and external funding for international experiences (with appropriate student services support) do you feel should be pursued for students?
11. What sources of internal and external funding for international staff development do you feel should be pursued?

**Task Force on Academic Initiatives in International Education**  
**Possible Discussion Questions with Administration and Finance**

“International Experiences” – defined by the Task Force as “intercultural experiences that contribute to an international/global perspective”

Benefits and Needs

1. What value do you place on international experiences based on your own experiences?
2. What recommendations would you make as to how to foster a campus climate that would increase awareness of international issues and the value of international experiences?
3. What student learning outcomes do you believe can effectively be served by an international experience?
4. What are the needs of your staff for international development? In what ways does your unit currently support staff international development?

Approaches

5. What is currently being done in your unit to provide support for student international experiences?
6. What are some of the successful strategies that similar units at other universities are employing to provide students with support in relation to their international experiences?
7. What is your assessment of how effectively programs in your unit could provide new or additional support to an increased number of students participating in international experiences?
8. What are possible strategies for providing international experiences for place-bound students?

Challenges

9. What are potential obstacles to providing an international experience for all students and possible strategies for overcoming these obstacles?
10. What sources of internal and external funding for international experiences do you feel should be pursued for students?
11. What sources of internal and external funding for international faculty/staff development do you feel should be pursued?

## **Task Force on Academic Initiatives in International Education Possible Discussion Questions with University Foundation**

“International Experiences” – defined by the Task Force as “intercultural experiences that contribute to an international/global perspective”

### Benefits and Needs

1. What value do you place on international experiences based on your own experiences?
2. What recommendations would you make as to how to foster a campus climate that would increase awareness of international issues and the value of international experiences?
3. What student learning outcomes do you believe can effectively be served by an international experience?
4. What are the needs of your staff for international development? In what ways does your unit currently support staff international development?

### Approaches

5. What is currently being done in your unit to provide support for student international experiences?
6. What are some of the successful strategies that similar units at other universities are employing to provide students with support in relation to their international experiences?
7. What is your assessment of how effectively programs in your unit could provide new or additional support to an increased number of students participating in international experiences?
8. What are possible strategies for providing international experiences for place-bound students?

### Challenges

9. What are potential obstacles to providing an international experience for all students and possible strategies for overcoming these obstacles?
10. What sources of internal and external funding for international experiences do you feel should be pursued for students?
11. What sources of internal and external funding for international faculty/staff development do you feel should be pursued?

**Task Force on Academic Initiatives in International Education**  
**Possible Discussion Questions with Enrollment Management and Support Services**  
**Units**

“International Experiences” – defined by the Task Force as “intercultural experiences that contribute to an international/global perspective”

Benefits and Needs

1. What value do you place on international experiences based on your own experiences?
2. What recommendations would you make as to how to foster a campus climate that would increase awareness of international issues and the value of international experiences?
3. What student learning outcomes do you believe can effectively be served by an international experience?
4. What are the needs of your staff for international development? In what ways does your unit currently support staff international development?

Approaches

5. What is currently being done in your unit to provide support for student international experiences?
6. What are some of the successful strategies that similar units at other universities are employing to provide students with support in relation to their international experiences?
7. What is your assessment of how effectively programs in your unit could provide new or additional support to an increased number of students participating in international experiences?
8. What are possible strategies for providing international experiences for place-bound students?

Challenges

9. What are potential obstacles to providing an international experience for all students and possible strategies for overcoming these obstacles?
10. What sources of internal and external funding for international experiences do you feel should be pursued for students?

11. What sources of internal and external funding for international faculty/staff development do you feel should be pursued?

**Task Force on Academic Initiatives in International Education  
Possible Discussion Questions with Office of International Education**

“International Experiences” – defined by the Task Force as “intercultural experiences that contribute to an international/global perspective”

Benefits and Needs

1. What value do you place on international experiences based on your own experiences?
2. What recommendations would you make as to how to foster a campus climate that would increase awareness of international issues and the value of international experiences?
3. What student learning outcomes do you believe can effectively be served by an international experience?
4. What role do you think international faculty and students can play in helping U.S. student gain an international/global perspective?

Approaches

5. What are some of the successful strategies that Offices of International Education at other universities are employing to provide students with support in relation to their international experiences?
6. What are possible strategies for providing international experiences for place-bound students?

Challenges

7. What do you think are the most important areas of support that students engaged in international experiences need? How successful has your unit been in meeting these needs? How successful do you think faculty and staff in other units have been in meeting these needs?
8. What do you think are the most important areas of support that faculty/staff engaged in international experiences need? How successful has your unit been in meeting these needs? How successful do you think other units have been in meeting these needs?
9. What is your assessment of how effectively programs in your unit could provide new or additional support to an increased number of students participating in international experiences?

10. What are potential obstacles to providing an international experience for all students and possible strategies for overcoming these obstacles?
11. What sources of internal and external funding for international experiences do you feel should be pursued for students?
12. What sources of internal and external funding for international faculty/staff development do you feel should be pursued?

**Task Force on Academic Initiatives in International Education**  
**Possible Discussion Questions with Students with Study Abroad Experience**

Study abroad experience

- What sort of international experience have you had?
- What got you initially interested in an international experience?
- How involved was your family in your decision to study abroad?
- What factors did you consider in making the decision to study abroad?
- What did you do to prepare for your experience?
- Which aspects of your study abroad experience do you value the most?
- What would have made your study abroad experience a better one?
- What arguments would you present to other students to persuade them of the value of study abroad?

Program array

- How did you find out about your study abroad opportunity?
- What other opportunities were you aware of?
- What other kinds of international experiences might the University make available to students?
- What ideas do you have for providing international experiences for students who (for a variety of reasons) are unable to leave the country?
- If an international service learning experience were available, how likely would you be to participate?

Classroom experience

- How has international education made its way into your classroom learning? Give some specific examples.
- Have you studied a foreign language? How do you see that experience fitting into your overall academic program?

**Task Force on Academic Initiatives in International Education**  
**Possible Discussion Questions with Students without Study Abroad Experience**

Decision to study abroad

- Have you considered studying abroad? Do you intend to do so?
  
- What factors have kept you from studying abroad?
  - Curriculum requirements in major
  - Financial concerns
  - Language barrier
  - Apprehension of the unknown
  - Family concerns
  - Never considered it
  - Other
  
- What might the University have done differently that would have made it possible for you or encouraged you to study abroad?
  
- If you do plan to study abroad in the future, what factors have contributed to that decision?

Classroom experience

- How has international education made its way into your classroom learning? Give some specific examples.
  
- Have you studied a foreign language? How do you see that experience fitting into your overall academic program?

Program awareness

- What opportunities for international experiences are you aware of?
  - Summer programs
  - Semester programs
  - Year-long programs
  - Internships
  - Short-term study tours
  - LIFE
  - ISO
  - International Studies minor
  
- Do you know where to go on the UW-L campus to get information about international opportunities?
  
- If you have not participated in an international experience as an undergraduate, and could start college again, would you participate? Why (not)?

**Task Force on Academic Initiatives in International Education  
Possible Discussion Questions with International Students**

Value of an international experience

- What other international experiences have you had prior to coming to study in the United States?
- What factors let you to choose to study in the United States?
- How did you happen to choose La Crosse?
- What factors have enriched your international experience the most?

Integration into the community

- What personal relationships have enhanced your experience the most while at UW-La Crosse?
- What factors contributed to the development of those relationships?
- What might facilitate more interaction with American students?
- What opportunities have you had to share your culture with Americans?

Classroom experience

- How has international education made its way into your classroom learning? Give some specific examples.
- At what age did you begin to study English? Have you studied a foreign language other than English? What might you say to American students about the importance of knowing another language?

Services for international students

- What services are important to provide for you as an international student?
- What other services would you like to see that are not currently available?
- If you took ESL classes at UW-L, how helpful were they in preparing you for further academic work?

## APPENDIX J

### SCHEDULE OF FORUMS AND MEETINGS

#### TASK FORCE ON ACADEMIC INITIATIVES IN INTERNATIONAL EDUCATION 2004-2005

**Thursday, September 15, 2004, 3:30 p.m., 321 Cartwright Center**

Task Force presentation to Faculty Senate

**Monday, September 27, 2004, 12-1:00 p.m., Ward Room, Cartwright**

Task Force Brown Bag Forum with College of Business Administration faculty and staff

**Tuesday, September 28, 2004, 3:30 p.m. – 104 Wing**

Task Force presentation to Academic Staff Council

**Wednesday, September 29, 2004, 9-10:30 a.m., 221 Graff Main Hall**

Task Force meeting with College of Liberal Studies Dean's Office

**Monday, October 4, 2004, 12-1:00 p.m., Ward Room, Cartwright**

Task Force Brown Bag Forum with College of Liberal Studies/Humanities faculty and staff

**Monday, October 4, 2004, 3:30 p.m. 327 Graff Main Hall**

Task Force meeting with General Education Committee

**Wednesday, October 13, 2004, 12-1:00 p.m., 2066 Health Science Center**

Task Force Brown Bag Forum with College of Science & Allied Health – Health Professions faculty and staff

**Wednesday, October 13, 2004, 3:00-4:30 p.m., 221 Graff Main Hall**

Task Force meeting with College of Business Administration Dean's Office

**Thursday, October 14, 2004, 12-1:00 p.m., Ward Room, Cartwright**

Task Force Brown Bag Forum with College of Liberal Studies - School of Arts & Communication faculty and staff

**Thursday, October 14, 2004, 2-3:30 p.m., 123 Mitchell Hall**

Task Force Meeting with College of EESHR Dean's Office

**Friday, October 15, 2004, 12-1:00 p.m., Ward Room, Cartwright**

Task Force Brown Bag Forum with College of Liberal Studies - Social Sciences Faculty and staff

**Tuesday, October 19, 2004, 4:00-5:00 p.m., Ward Room**

Task Force Forum with Graduate Students

**Friday, October 22, 2004 1:30-3:00p.m., 221 Graff Main Hall**

Task Force meeting with Student Development & Academic Services  
(Student Development & Academic Services, Career Services, Counseling & Testing, Disability Resource Services, Intercollegiate Athletics, Multicultural Student Services, Recreational Sports)

**Wednesday, October 27, 2004, 4:00 p.m., 207 Graff Main Hall**

Open Forum with Students Who Have Studied Abroad and International Studies Minors

**Tuesday, November 2, 2004, 12-1:00 p.m., Ward Room, Cartwright**

Task Force Brown Bag Forum with College of Science & Allied Health – Science & Math Fields faculty and staff

**Tuesday, November 2, 2004, 2:30-3:30 p.m., 221 Graff Main Hall**

Task Force meeting with Provost Office  
(Enrollment Management, Academic Advising Center, Admissions, Financial Aid, Records & Registration)

**Wednesday, November 3, 2004, 12-1:00 p.m., Ward Room, Cartwright**

Task Force Brown Bag Forum with College of EESHR – Education faculty and staff

**Friday, November 5, 2004, 12-1:00 p.m., 342Cartwright**

Task Force Brown Bag Forum with College of EESHR-Exercise Science, Health & Recreation faculty and staff

**Friday, November 5, 2004, 1:30-3:00 p.m., 221 Graff Main Hall**

Task Force meeting with Student Development & Academic Services  
(Residence Life, Student Activities & Centers, Student Health Center, Student Life, Student Support Services)

**Monday, November 8, 2004, 12-1:00 p.m., Ward Room, Cartwright**

Task Force Brown Bag Forum with International faculty and staff

**Tuesday, November 9, 2004, 6-8:00 p.m., Port O'Call, Cartwright**

Eagle Round Table with Students

**Thursday, November 11,2004, 8-9:00 a.m., 125 Graff Main Hall**

Task Force meeting with Administration and Finance, Business Services, Campus Planning and Facilities Management, Human Resources, Protective Services

**Thursday, November 11, 2004, 10:30-11:30, 105 Graff Main Hall**  
Task Force meeting with College of Science and Allied Health Dean's Office

**Thursday, November 11, 2004, 12-1:00 p.m., Ward Room, Cartwright**  
Task Force All Faculty & Staff Brown Bag Forum

**Friday, November 12, 2004, 12-1:00 p.m., 221 Graff Main Hall**  
Task Force meeting with International Education Committee

**Friday, November 12, 2004, 1:30-3:00 p.m., 221 Graff Main Hall**  
Task Force meeting with Office of the Provost – Support Services Units  
(Continuing Education & Extension, Educational Technologies, Murphy Library,  
Informational Technology Services, Grants & Contracts, University Graduate  
Studies)

**Monday, November 15, 2004, 9-10:00 p.m., Sanford Hall**  
Task Force meeting with Sanford Hall Leadership Team

**Thursday, November 18, 2004, 10-11:00 a.m., Cleary Center Conference Room**  
Task Force meeting with Advancement, Alumni Relations and University  
Relations

**Thursday, December 2, 2004, 12-1:00 p.m., Ward Room**  
Task Force Open Forum for All Students

**Wednesday, December 15, 2004, 3-4:00 p.m., 145 Graff Main Hall**  
Task Force meeting with Provost Liz Hitch

**Tuesday, December 21, 2004, 10:30-11:30 a.m., 135 Graff Main Hall**  
Task Force meeting with Chancellor Doug Hastad

**Wednesday, March 2, 2005, 3-4:30 p.m., 221 Graff Main Hall**  
Task Force meeting with Office of International Education

**Wednesday, March 9, 2005, 2:30-3:30 p.m., 221 Graff Main Hall**  
Task Force meeting with International Students

## APPENDIX K

### SAMPLES OF INVITATION LETTERS TO FORUMS FOR FACULTY, STAFF AND STUDENTS

14 September 2004

To:

From: Ruthann Benson, Chair  
Task Force on Academic Initiatives in International Education

The Task Force on Academic Initiatives in International Education has an exciting Fall semester planned as we seek to explore with faculty, staff and students what role “international experiences” can play in educating globally competent graduates. In exploring this issue, the Task Force is defining “international experiences” as being “intercultural experiences that contribute to an international/global perspective.”

Our charge from the Provost is to:

1. Work with faculty, staff, and students in all units of the university, to:
  - a) Research the full spectrum of international educational experiences currently offered by comprehensive universities nation-wide.
  - b) Determine the most viable and advantageous international educational experiences for UW-La Crosse students whether through the General Education program or major disciplinary programs.
  - c) Explore current and future ways for supporting faculty and staff international development
  - d) Identify effective ways of incorporating international competency into the curriculum.
2. Identify potential obstacles to the goal of requiring an international experience for all undergraduate students and outline strategies for overcoming these obstacles.
3. Provide recommendations on how to foster a campus climate that will increase awareness of international issues and the value of international experiences
4. Identify those programs and activities that already support international awareness and experiences at UW-La Crosse.

To this end, we are scheduling a series of meetings and open forums with faculty, staff and students through out the semester. We will also be surveying faculty and staff about their past international experiences and education, as well as their aspirations for future intercultural opportunities for themselves and their students.

**We would like to invite you and your faculty and staff to a Brown Bag Forum on Friday, November 5 from 12:00-1:00 p.m. in the Ward Room of Cartwright Center.** This will be your opportunity to share your thoughts on a series of questions that will be

posed regarding the role international experiences can play in providing UW-L students, faculty and staff with international/global perspectives.

Although we encourage all members of your department to attend this meeting, it would help us if we knew ahead of time of at least one individual who would be representing your department at this meeting.

If your department would prefer to schedule a separate meeting with the Task Force to discuss these issues, we would be happy to arrange this. If this is the case, please contact me at [benson.ruth@uwlax.edu](mailto:benson.ruth@uwlax.edu) and give me a date, time and place for when you would like to have this meeting scheduled. **All university employees are also invited to attend the Brown Bag Forum on Thursday, November 11, 12:00-1:00 p.m. in the Ward Room, Cartwright where we will be discussing these issues further.** A sample of the kinds of questions we will be asking is attached to this letter. Please share this and the times of the meetings with your faculty and staff. Any written response that you and your staff would like to make to these issues is also welcome and can be submitted to any member of the Task Force.

We look forward to exploring opportunities for international initiatives with you.

Task Force on Academic Initiatives in International Education:

Ruthann Benson, Task Force Chair, College of Liberal Studies/School of Arts  
& Communication  
Gary Gilmore, College of Education, Exercise Science, Health and Recreation  
Jon Hageseth, Counseling and Testing  
Tom Hench, College of Business Administration  
Eric Kraemer, Director, International Studies  
Jay Lokken, Director, International Education  
Marcia Naber, Career Services  
Barbara Rusterholz, College of Liberal Studies  
Dean Stroud, Assistant to the Vice Chancellor  
Jim Wiener, College of Science and Allied Health  
Dorothy Zeisler-Vralsted, NCA Coordinator  
Chair, International Education Committee  
Student, to be designated by Student Senate

12 November 2004

To: Andy Monfre, President  
Student Senate  
235 Cartwright Center

From: Ruthann Benson, Chair  
Task Force on Academic Initiatives in International Education

The Task Force on Academic Initiatives in International Education has been meeting this semester with faculty, staff and students to discuss what role “international experiences” can play in educating globally competent graduates. In exploring this issue, the Task Force has defined “international experiences” as being “intercultural experiences that contribute to an international/global perspective.”

Our charge from the Provost is to:

5. Work with faculty, staff, and students in all units of the university, to:
  - a) Research the full spectrum of international educational experiences currently offered by comprehensive universities nation-wide.
  - b) Determine the most viable and advantageous international educational experiences for UW-La Crosse students whether through the General Education program or major disciplinary programs.
  - c) Explore current and future ways for supporting faculty and staff international development
  - d) Identify effective ways of incorporating international competency into the curriculum.
6. Identify potential obstacles to the goal of requiring an international experience for all undergraduate students and outline strategies for overcoming these obstacles.
7. Provide recommendations on how to foster a campus climate that will increase awareness of international issues and the value of international experiences
8. Identify those programs and activities that already support international awareness and experiences at UW-La Crosse.

**We would like to invite you and other students to a Student Forum on Thursday, December 2, 2004 from 12:00-1:00 p.m. in the Ward Room of Cartwright Center.**

This will be an opportunity for you to share your thoughts on a series of questions that will be posed regarding the role international experiences can play in providing UW-L students, faculty and staff with international/global perspectives. A sample of the kinds of questions we will be asking is attached to this letter. Any written response that you and would like to make to these issues is also welcome and can be submitted to any member of the Task Force.

We look forward to exploring opportunities for international initiatives with you.

Task Force on Academic Initiatives in International Education:

Ruthann Benson, Task Force Chair, College of Liberal Studies/School of Arts  
& Communication

Gary Gilmore, College of Education, Exercise Science, Health and Recreation

Jon Hageseth, Counseling and Testing

Tom Hench, College of Business Administration

Eric Kraemer, Director, International Studies

Jay Lokken, Director, International Education

Marcia Naber, Career Services

Barbara Rusterholz, College of Liberal Studies

Dean Stroud, Assistant to the Vice Chancellor

Jim Wiener, College of Science and Allied Health

Dorothy Zeisler-Vralsted, NCA Coordinator

## APPENDIX L

### CHARGE TO THE TASK FORCE ON ACADEMIC INITIATIVES IN INTERNATIONAL EDUCATION FROM PROVOST ELIZABETH HITCH

#### Background:

In the Fall 2003 university address, Chancellor Doug Hastad proposed that all students participate in an international experience during their undergraduate education. In support of this proposal, which reflects the university's long-standing commitment to international education and global awareness, Provost Elizabeth Hitch has created a university-wide task force. Led by faculty members, this task force will facilitate UW-La Crosse's progress toward providing an international experience for undergraduates and consider academic initiatives that will further the internationalization of a comprehensive university. These academic initiatives might include the export of UW-La Crosse academic programs to international sites, securing external funding for international initiatives, developing international internships, promoting international exchanges with specific disciplines hosting international conferences, and, of course, insuring the ongoing internationalization of the curriculum.

In articulating the following committee charge, the goal is for the task force to explore ways in which the university can play a larger role in the global arena. As the world continues to shrink, the university has an opportunity to prepare global citizens as well as consider ways in which its intellectual capital can be applied. Further, on a practical level, the university cannot ignore employers' preferences and/or requirements for students with international experience. Reflecting the needs of a global economy, students with an international background are highly valued and more likely to be selected for employment.

#### Charge:

The charge of the Task Force is to:

1. Work with faculty, staff, and students in all units of the university, to:
  - a) Research the full spectrum of international educational experiences currently offered by comprehensive universities nation-wide.
  - b) Determine the most viable and advantageous international educational experiences for UW-La Crosse students whether through the General Education program or major disciplinary programs.
  - c) Explore current and future ways for supporting faculty and staff international development.

- d) Identify effective ways of incorporating international competency into the curriculum.
2. Identify potential obstacles to the goal of requiring an international experience for all undergraduate students and outline possible strategies for overcoming these obstacles.
    - a) Work with the UW-La Crosse grants officer to identify possible external funding sources for international initiatives.
    - b) Identify internal funding sources for international educational experiences.
    - c) Engage faculty, students, and staff in conversations about recognized program, such as the Fulbright Scholarly Exchange Program, ISEP (International Student Exchange Program), and how these programs might be better promoted on campus.
    - d) Promote participation in the UW-System Institute For Global Studies best practices conference and grant competition (Oct. 24-26, 2004).
  3. Provide recommendations on how to foster a campus climate that will increase awareness of international issues and the value of international experiences.
  4. Identify those programs and activities that already support international awareness and experiences at UW-La Crosse.
    - a) Review the specific elements of the curriculum that relate directly to international topics, including the INS courses, the International Business Major, etc.
    - b) Explore the possibility of expanding current UW-La Crosse international programs, including the possibility of exporting UW-La Crosse academic program to overseas sites.
    - c) Determine which courses, including language courses, currently support and prepare for an international educational experience.

#### Timeline

The task force will convene for the first time prior to the completion of May Term, 2004, to set a working agenda and more specific timeline. It is expected that the first two charges will be completed by Fall 2005 after which the appropriate departmental, college and university committees will consider the recommendations.

## Membership

Ruthann Benson, Task Force Chair

### Provost appointments:

Jay Lokken, Director, International Education

Eric Kraemer, Director, International Studies

Dorothy Zeisler-Vralsted, NCA Coordinator

Dean Stroud, Assistant to the Vice Chancellor

Tom Hench, CAB

Barbara Rusterholz, CLS (former Fulbright recipient)

Gary Gilmore, EESHR (former Fulbright recipient)

Jim Wiener, SAH

### Governance appointments:

Chair, International Education Committee (or chair designee)

One member with particular interest in this topic from the Faculty Senate  
Executive Committee

One member with particular interest in the topic from the Academic Staff  
Council Executive Committee

Student, as designated by the Student Senate



<b>APPENDIX C</b>					
<b>ENROLLMENT IN STUDY ABROAD, MODERN LANGUAGES, AND INTERNATIONAL STUDIES PROGRAMS</b>					
<b># of Students in Study Abroad Programs</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
Academic Year Programs	19	10	12	9	13
One-Semester Programs	208	180	123	113	102
Summer/J-Term	154 + Costa Rica	115+	74	108	138
<b>TOTALS</b>	<b>381</b>	<b>305+</b>	<b>208</b>	<b>230</b>	<b>253</b>
*Does not include UW-L students participating in programs sponsored by other institutions					
<b># of Students in Summer Study Abroad Programs</b>	<b>Sum 2005</b>	<b>Sum 2004</b>	<b>Sum 2003</b>	<b>Sum 2002</b>	<b>Sum 2001</b>
UWL-Ireland Program	20	29	18	48	40
UWL-Scotland Program	11	10	7		13
UWL-Webster University Vienna, Austria Program	4	5	2	15	
UWL-Webster University Cha-Am, Thailand Program	2				
UWL-Webster University Geneva, Switzerland Program	1				
Caen, France Summer Program	8	3	2	3	3
Xalapa, Mexico Summer Program	6	11	7	9	14
Valladolid, Spain Summer Program	26	33	26	10	10
Beijing/Guilin, China Summer Program	0	1		1	8
Kassel/Frankfurt/Marburg Germany Summer Program	1	11	5	7	
Copenhagen, Denmark Summer Business School	4		1		
Shanghai, China Summer Program	0				8
DIS, Denmark	0				
ISEP	0			2	
Belize	0				
Tel Aviv, Israel	2				
UW-Platteville-London				1	2
UW-Platteville-Seville				1	
Non-UWL students		8		6	2
<b>TOTALS</b>	<b>467</b>	<b>111</b>	<b>68</b>	<b>203</b>	<b>100</b>
<b># of Students in International Internships</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>

Puebla, Mexico Summer Internship Program (counted in study abroad #s)	4-summer	1-summer	7-summer		
Brisbane, Australia			1-summer		
London, England	1-summer	1-fall			
Frankfurt, Germany		1-fall			
Hessen, Germany	1-fall				
Munich, Germany			1-fall	1-spring	
Aberdeen, Scotland		3-spring			
Wisconsin in Scotland		4-fall, 4-spr	2-fall, 4 spr	1-fall, 3 spr	
Non-UWL students	7-sum, 1-fall	1-sum,6-fall, 7 s	8-sum, 3-fall, 4-s	1-fall, 4 spr	
TOTALS	14	20	30	10	?
<b># of Students Majoring/Minoring in Modern Languages</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>
French Major	9/	8/5	4/4	5/4	7/7
French 2nd Major	7/	11/7	4/7	3/3	2/4
French with Business Concentration 2nd Major	0/	0/0	1/1	0/1	0/0
French Minor	13/	20/21	20/22	24/26	27/26
German Studies Major	5/	12/7	13/10	10/12	18/11
German Studies 2nd Major	8/	12/14	9/12	12/11	6/8
German Studies with Business Concentration	1/	5/1	3/5	6/6	0/4
German Studies with Business Concentration 2nd Major	1/	2/3	3/3	1/1	0/2
German Studies Minor	22/	22/24	25/25	29/31	30/32
Spanish Major	48/	48/50	46/40	31/43	29/32
Spanish 2nd Major	49/	56/53	42/49	43/42	38/35
Spanish with Business Concentration	11/	9/13	8/10	5/6	9/9
Spanish with Business Concentration 2nd Major	3/	3/4	4/4	3/3	3/6
Spanish Minor	148/	158/165	131/150	134/138	124/133
TOTALS	325/	366/367	313/342	306/327	293/309
<b># of Students Majoring in Modern Language Education</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>
French Education	0/	0/0	0/0	2/2	3/2
French Education 2nd Major	0/	0/0	1/0	1/1	2/1
French Education Minor	1/	0/0	1/1	3/2	4/4
German Studies Education	3/	4/4	3/3	0/2	0/0
German Studies Education 2nd Major	1/	2/2	3/3	3/1	4/3

German Studies Education Minor	6/	4/5	4/3	8/8	7/9
Spanish Education	8/	7/9	6/6	6/5	9/7
Spanish Education 2nd Major	33/	27/29	23/20	20/22	15/15
Spanish Education Minor	39/	56/46	52/50	52/51	50/55
Teaching English to Speakers of Other Language Minor	4/	5/5	3/3	3/5	0/3
TOTALS	95/	105/100	96/89	98/99	94/99
<b># of Students Enrolled in Modern Language Courses</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
	<b>Fall/Spr</b>	<b>Fall/Spr</b>	<b>Fall/Spr</b>	<b>Fall/Spr</b>	<b>Fall/Spr</b>
Students in Chinese Courses					
Students in French Courses	158/109	133/87	133/97	149/102	168/140
Students in German Studies Courses	140/123	167/151	187/113	167/134	167/112
Students in Hmong Courses	24/7	27/19	24/12		
Students in Japanese Courses	17/15	10/12+DI	8/6+DI	0/4+DI	
Students in Russian Courses	5/5 + DI	9/6 + DI	7/3 + DI	5/3 + DI	7/6 + DI
Students in Spanish Courses	681/535	656/507	609/528	542/524	599/496
Students in Language in Translation			15/0	16/0	
Students in Arabic	5/0				
TOTALS	5/0	1,002/782 +DI	983/1,066 +DI	879/767 +DI	941/754 +DI
(DI is Distance Education students at other universities)					
<b># of Students Enrolled in ESL Program</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
	<b>Sum/Fall/Spr</b>	<b>Sum/Fall/Spr</b>	<b>Sum/Fall/Spr</b>	<b>Sum/Fall/Spr</b>	<b>Sum/Fall/Spr</b>
TOTALS	24/??/?	23/33/37	38/36/30	42/60/40	34/5/42
<b># of Students Majoring/Minoring in International Areas</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>
INS: Latin American Emphasis Minor	3/	2/4	3/4	2/3	2/2
INS: European Emphasis Minor	2/	5/2	3/6	0/0	1/1
International Business Major	82/	69/58	70/61	68/64	49/51
International Business Minor	12/	20/17	28/28	42/38	40/49
International Non-Business Minor	1/	4/3	7/5	6/5	6/6
International Management Major	10/	10/8	15/10	14/14	19/16
International Management 2nd Major	2/	4/3	6/3	4/3	6/4
International Study Minor	18/	20/15	14/15	18/18	22/21
TOTALS	130/	134/110	146/132	154/145	145/150

<b>APPENDIX C</b>					
<b>ENROLLMENT IN STUDY ABROAD, MODERN LANGUAGES, AND INTERNATIONAL STUDIES PROGRAMS</b>					
<b># of Students in Study Abroad Programs</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>	<b>1996-1997</b>	<b>1995-1996</b>
Academic Year Programs	9	15	15	14	5
One-Semester Programs	108	99	88	70	72
Summer/J-Term	90	69	87	58	16
<b>TOTALS</b>	<b>207</b>	<b>183</b>	<b>190</b>	<b>142</b>	<b>93</b>
*Does not include UW-L students participating in programs sponsored by other institutions					
<b># of Students in Summer Study Abroad Programs</b>	<b>Sum 2000</b>	<b>Sum 1999</b>	<b>Sum 1998</b>	<b>Sum 1997</b>	<b>Sum 1996</b>
UWL-Ireland Program	25	22			
UW-Scotland Program	18				
UWL-Webster University Vienna, Austria Program					
UWL-Webster University Cha-Am, Thailand Program					
UWL-Webster University Geneva, Switzerland Program					
Caen, France Summer Program	1	2		1	
Xalapa, Mexico Summer Program	18	11	16	3	
Valladolid, Spain Summer Program					
Beijing/Guilin, China Summer Program	9				
Kassel/Frankfurt/Marburg Germany Summer Program		18	34		
Copenhagen, Denmark Summer Business School					
Shanghai, China Summer Program	9				
DIS, Denmark	2				
ISEP					
Belize		9			
Tel Aviv, Israel		2			
UW-Platteville-London	3			4	2
UW-Platteville-Seville	3				3
Non-UWL students	4		1	5	2
<b>TOTALS</b>	<b>92</b>	<b>64</b>	<b>51</b>	<b>13</b>	<b>7</b>
<b># of Students in International Internships</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>	<b>1996-1997</b>	<b>1995-1996</b>

Puebla, Mexico Summer Internship Program (counted in study abroad #s)			3			1
Brisbane, Australia						
London, England						
Frankfurt, Germany						
Hessen, Germany						
Munich, Germany						
Aberdeen, Scotland						
Wisconsin in Scotland						
Non-UWL students						
TOTALS			3			1
<b># of Students Majoring/Minoring in Modern Languages</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>	<b>1996-1997</b>	<b>1995-1996</b>	
	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	
French Major	7/5	7/9	10/10	2/4	7/6	
French 2nd Major	5/2	4/3	4/2	3/3	5/5	
French with Business Concentration 2nd Major	1/2	0/1	0/0	2/3	0/0	
French Minor	12/18	6/8	10/7	11/10	9/10	
German Studies Major	15/15	4/9	0/0	0/0	0/0	
German Studies 2nd Major	7/5	5/8	0/0	0/0	0/0	
German Studies with Business Concentration	0/0	0/0	0/0	0/0	0/0	
German Studies with Business Concentration 2nd Major	0/0	0/0	0/0	0/0	0/0	
German Studies Minor	35/33	30/32	28/26	20/28	18/22	
Spanish Major	26/26	40/29	34/37	37/36	37/40	
Spanish 2nd Major	40/43	29/33	19/21	21/24	18/18	
Spanish with Business Concentration	18/13	24/17	21/15	13/14	10/8	
Spanish with Business Concentration 2nd Major	5/5	0/2	2/1	2/1	0/0	
Spanish Minor	110/115	107/123	101/108	81/100	74/80	
TOTALS	281/282	256/274	229/227	192/223	178/189	
<b># of Students Majoring in Modern Language Education</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>	<b>1996-1997</b>	<b>1995-1996</b>	
	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	
French Education	1/1	1/2	0/0	1/1	4/3	
French Education 2nd Major	0/0	2/1	6/4	5/1	2/1	
French Education Minor	3/3	2/4	4/4	4/4	4/4	
German Studies Education	0/0	0/0	0/0	0/0	0/0	
German Studies Education 2nd Major	1/1	0/1	0/0	0/0	0/0	

German Studies Education Minor	7/7	8/6	7/7	8/6	13/9
Spanish Education	12/12	8/11	8/9	13/10	19/22
Spanish Education 2nd Major	14/10	20/14	19/15	15/18	7/6
Spanish Education Minor	39/42	46/44	49/45	66/51	46/54
Teaching English to Speakers of Other Language Minor	0/0	0/0	0/0	0/0	0/0
<b>TOTALS</b>	<b>77/76</b>	<b>87/83</b>	<b>93/84</b>	<b>112/91</b>	<b>95/99</b>
<b># of Students Enrolled in Modern Language Courses</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>	<b>1996-1997</b>	<b>1995-1996</b>
	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>
Students in Chinese Courses					
Students in French Courses	136/136				
Students in German Studies Courses	186/131				
Students in Hmong Courses					
Students in Japanese Courses					
Students in Russian Courses	10/7+DI				
Students in Spanish Courses	677/550				
Students in Language in Translation					
<b>TOTALS</b>	<b>1,009/817 +DI</b>				
<b># of Students Enrolled in ESL Program</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>	<b>1996-1997</b>	<b>1995-1996</b>
	<b>Sum/Fall/Sp</b>	<b>Sum/Fall/Sp</b>	<b>Sum/Fall/Sp</b>	<b>Sum/Fall/Spr</b>	<b>Sum/Fall/Spr</b>
<b>TOTALS</b>	<b>13/52/34</b>	<b>?</b>	<b>?</b>	<b>?</b>	<b>?</b>
<b># of Students Majoring/Minoring in International Areas</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>	<b>1996-1997</b>	<b>1995-1996</b>
	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>	<b>Fall/Spring</b>
INS: Latin American Emphasis Minor	4/3	5/2	3/5	4/3	1/1
INS: European Emphasis Minor	2/2	1/1	1/1	0/0	0/0
International Business Major	16/32	0/0	0/0	0/0	0/0
International Business Minor	44/36	39/45	38/41	36/39	42/41
International Non-Business Minor	7/7	7/9	6/7	8/7	2/8
International Management Major	19/19	22/17	22/24	8/11	7/5
International Management 2nd Major	1/5	0/0	0/0	0/0	0/0
International Study Minor	17/17	14/17	15/11	14/14	24/17
<b>TOTALS</b>	<b>110/121</b>	<b>88/91</b>	<b>85/89</b>	<b>70/74</b>	<b>76/72</b>