



ARTICULATED  
INSTITUTIONAL  
COMMITMENT



COLLABORATION  
&  
PARTNERSHIPS



CURRICULUM  
& LEARNING  
GOALS



EDUCATION  
ABROAD



FACULTY  
DEVELOPMENT,  
POLICIES &  
PRACTICES



INTERNATIONAL  
STUDENT  
RECRUITMENT &  
RETENTION

## « COMPREHENSIVE INTERNATIONALIZATION »

### AGENDA

Introductions  
Reflections of Year 1  
Preparation for Year 2



### Fall Semester 2017

- Steering Team & Action Teams Membership
- Plan Internationalization Review
- Determine format & scope of committee's final deliverables
- Publicize Lab engagement throughout campus & community

### Spring Semester 2018

- Internationalization Review: Data Collection

### Summer-Fall 2018

- Internationalization Review: Data Analysis
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### Fall 2018-Spring 2019

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### Spring-Summer 2019

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- Submit final report to ACE by July 31, 2019



# Reflections of Year 1

Words to describe:

- Process
- Communication
- Teamwork
- Findings
- Hopes & Dreams
- Struggles

- Eye opening
- Refreshing
- Encouraging
- Data gathering – difficult; positive data collected; appreciation for IZN; engagement and support for IZN; difficult to quantify
- Capacity for next steps – may or may not be in place?
- Institutional/UWS change – barriers
- Connection to Strategic Plan – using the SP as a platform/springboard (gen ed revision)
- Great to collaborate with colleagues who value IZN
- A lot of great things already happening (esp. in comparison to peer/asp institutions)
- Endowment for ed abroad (10 students/year)



# ARTICULATED INSTITUTIONAL COMMITMENT

## Action Team Members:

David Anderson  
Karolyn Bald (Chair)  
Mohamed ElHindi  
Kelly Frigo  
Gary Gilmore  
Gita Pai

## Preliminary Definition:

*Internationalization is the process of integrating multicultural and intercultural dimensions both domestically and internationally into the teaching and learning, research, and global engagement functions of the UWL community.*

- Seeking feedback from others
- Final draft will be recommended after the collection of data from other working groups

## Evaluating peer and aspirant institutions

- Campus Internationalization (comprehensive plan, definitions, and goals)
- Funding and support structures
- Visibility and messaging of internationalization commitment to campus and community partners

## Summer/Fall Work

- Review working group data
- Identify resources to sustain comprehensive internationalization at UWL
- Determine an assessment process
- Synthesize and articulate the other working groups recommendations and research into a final report



# COLLABORATION & PARTNERSHIPS

**Action Team Members:**  
Mark Gibson (Present Chair)  
Ken Rhee (Previous Chair)  
Diane Sasaki  
Miranda TerBeest  
Marcie Wycoff-Horn  
Huiya Yan

## Charges

1. Identify “strategic partnerships” in which UWL is currently engaged. A strategic partnership is defined as a relationship between UWL and an international organization that significantly enhances opportunities for faculty, staff and students
2. Establish a set of procedures for identifying, implementing and evaluating new opportunities for strategic partnerships and a process for evaluating current partnerships to identify if they still meet the needs of UWL.
3. Examine opportunities to grow current partnerships or establish new partnerships.
4. Identify challenges for maintaining external partnerships that support UWL’s internationalization efforts.
5. Identify resources and structures needed to support international partnerships & collaboration

### **Internationalization Review Work:**

Collected information from benchmark schools regarding procedures for identifying, implementing and evaluating new opportunities for strategic partnerships and a process for evaluating current partnerships to identify if they still meet the needs of UWL.

Examined opportunities to grow current partnerships or establish new partnerships.

Examined challenges for maintaining external partnerships that support UWL’s internationalization efforts.

Examined resources and structures needed to support international partnerships & collaboration



# CURRICULUM & LEARNING GOALS

## Action Team Members:

Rose Brougham (Chair)

Jennifer Butler-Modaff (Co-Chair)

Heather Linville

Gretchen Newhouse

James Szymalak

## Mission/Vision/SLOs

- CBA, CSH, CLS and SoE were reviewed and 3 of 4 have mission statements published on their websites and use the term “global” or “world,” and suggest an international component.
- 37 departments examined  
11 departments have available mission/vision/SLO statements that suggest an international component in their undergraduate curriculum

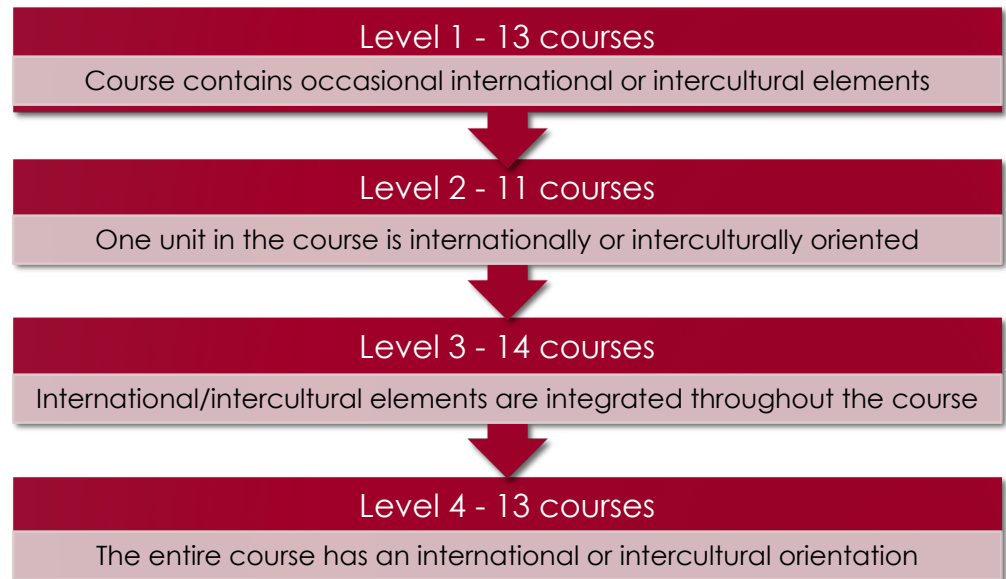
## What is an *internationalized* course?

One that includes international/global components in the course content, materials, activities/assignments, and/or student learning outcomes.

## Curriculum & Learning Goals

How many total “internationalized” courses exist on our campus today?

- From a random sample (10% of courses taught in the past three years), 51 classes have some level of internationalization
- The level of internationalized courses according to ACE
- Word search in course catalogue: 259
  - Terms: global, globalized, international, culture, abroad, world





# EDUCATION ABROAD

## Action Team Members:

Kaisa Crawford-Taylor (student)  
Ashley Cree  
Jordon Dohner (student)  
Shelly Leshner (Chair)  
Carol Miller  
Deya Ortiz  
Sami Sonkowsky (Co-Chair)  
Emelee Volden

- Evaluate current levels of participation in education abroad, including destination countries and academic areas.
  - Institutional Research Study Abroad Summer 2007 – Spring 2018 on ACE Website
  - Approximately 3,500 students have studied abroad since 2007, average ~300 students/year
  - ~22% male
  - 5–year average: CSH (1.5%), CLS (4.6%), CBA (4.4%), SOE (3.8%)
  - > 78% not Pell Grant eligible
- Conduct an inventory of current opportunities for education abroad: study, work, intern, volunteer programs
- Identify obstacles for increasing participation in abroad programs.
  - Cost
  - Restrictive majors
  - Credit transfer
- Establish global learning goals UWL hopes to achieve by sending students abroad.
- Identify which academic departments need more support to increase their students' participation in education abroad.
- Benchmark UWL participation in abroad programs against peer and aspirant institutions and recommend target levels for participation.
  - These programs spur discussion and give the committee ideas on how to improve the UWL program
- Identify resources needed to enhance and grow education abroad opportunities for UWL students.
- Evaluate current levels of student participation in education abroad, including countries and academic areas.



# INTERNATIONAL STUDENT RECRUITMENT & RETENTION

## Charges

1. Document current patterns of international student recruitment, including degree programs, home countries, emerging trends.  
10 years of data collected and reviewed – program type, applicant citizenship, UWL's historical recruitment plans  
International Admissions Recruitment Plan
2. Identify barriers and opportunities for international student recruitment.  
Funding & cost, academic offerings (engineering, MBA), location, increased international competition, alumni connections
3. Evaluate international student and visiting faculty experiences on the UWL campus.  
ACE IZN survey
4. Determine retention strategies to assure international students are successful at UWL.  
ACE IZN survey
5. Identify needs for faculty & staff to be prepared to work with an increasing number of international students.  
ACE IZN survey
6. Document current practices for tracking international alumni and recommend improvements for process.
7. Identify necessary resources for increasing international student enrollment.

## Action Team Members:

Nabamita Dutta; Omar Granados; Kristin Lettner (Co-Chair), Yuanman Ma (student); Robert Packard; Miranda Panzer; Emelee Volden (Chair) Milandrie Wakim; Taylor Wilmoth





## DATA COLLECTION:

### 1. Identify the greatest strengths of the UWL faculty that support global learning

- Faculty are actively engaged in international research
- Undergraduates have receiving numerous research grants that have an international focus
- Geographic areas covered (most common to least common): Europe, Caribbean/Central America, Africa, Asia, South America, Oceania/New Zealand, Middle East

### 2. Identify areas of support for UWL faculty to improve their engagement with global learning.

#### Internal grants

UWL International program development fund; UWL International scholarship grant  
 UWL Visiting Scholar/Artist of Color program; UWL Faculty Research Grant; UWL Faculty Development Grant

#### External grants

Fulbright Core Program (5 UWL faculty since 2009); Fulbright Faculty Development Programs; Fulbright IEA Seminars (1 UWL faculty, 2010-11); Fulbright Outreach Lecturing Fund; Longview Foundation-Internationalizing Teacher Preparation; La Crosse Community Foundation

Visiting Scholar/Artist of Color Program <https://www.uwlax.edu/grants/visiting-scholar--artist-of-color-program/>

#### International Sabbaticals since 2007 – poor record

2006/07: 2	2009/10: 2	2014/15: 3, maybe 1	
2007/08: 1	2012/13: 0	2015/16: 1 maybe	
2008/09: 0	2013/14: 1	2017/18: 3	2018/19: 1

### 3. Examine the tenure, promotion, and recognition system for faculty

Internationalization is not built into the formal tenure, promotion, and recognition system at UWL, and this is not unusual nationwide.

## NEXT STEPS: SYNTHESIS AND ONGOING ANALYSIS

### 4. Identify priorities to invest in faculty development for global learning

### 5. Identify resources needed to support faculty to internationalize their curriculum and to increase global learning for their students

# FACULTY DEVELOPMENT, POLICIES & PRACTICES

## Action Team Members:

Gretchen Gerrish; Michael Hoffman (Co-Chair); Patricia Markos; Tim McAndrews (Chair); Kasilingam Periyasamy; Andrew Stapleton

# Action Team Priorities

1. Articulated Institutional Commitment (Karolyn Bald)
  1. Collecting updates from Action Teams – these will determine resources and output of AIC
  2. Continuing draft, identifying structure to continue IZN work once Lab ends
  3. Looking at capacity building, resources needed based on recommendations
2. Collaboration & Partnerships (Mark Gibson)
  1. Continue to collect data (end this fall)
  2. Determine strategy for informal partnerships (survey? Or Engagement list)
  3. Evaluate current partnerships and strength of partnership
  4. Developing standard rubric for selecting partners
3. Curriculum & Learning Goals (Rose Brougham)
  1. Continue to collect data – reach out to peer/aspirant to generate ideas
  2. Brainstorm ways to bring more IZN curriculum awareness (it's hidden)
  3. Consider ways to bring IZN curriculum into things already in place (GenEd)

# Action Team Priorities (con't)

## 4. Education Abroad (Shelly Leshner)

1. Remove student barriers to education abroad (financial awareness & support; curriculum integration; UWS policy restrictions [flights & procurement]; increase awareness for value for career; targeted awareness for specific populations
2. Make international education part of fabric of UWL (incorporate IEE into planning for FYE and part of Gen Ed revisions (capstones); promote and highlight IEE events [scholars, programs research]; further expansion of UWL faculty led programs, possibly to include FYE Abroad

## 5. International Student Recruitment & Retention (Emelee Volden)

1. Develop international alumni database & plan of action
2. Explore more dual degree/partnership programs
3. Identify more opportunities for customized short-term programs
4. Establish goals for increasing International Student enrollment

## 6. Faculty Development, Policies & Procedures (Tim McAndrews)

1. Find a way to resolve data collection – faculty engagement reporting in Digital Measures, increase ability to track
2. Increase visibility of international engagement across campus (Provost's list)
3. Support for faculty international engagement (research, teaching/ISG, IDF, Faculty Research Grants); examine if this decentralization model is best

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