

# REPORT ON THE UNIVERSITY OF WISCONSIN–LA CROSSE PARTICIPATION IN THE ACE INTERNATIONALIZATION LABORATORY

by the American Council on Education Peer Review Visit Team  
June 2019

## INTRODUCTION

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In August 2017 at the invitation of the American Council on Education (ACE), the University of Wisconsin - La Crosse joined the 15th cohort of ACE's Internationalization Laboratory. The Lab, as it is known, engages a select group of colleges and universities in assessing their current international activities and considering how they might like to move forward with such work in the future. Institutions are encouraged to review their progress and consider recommendations in the six areas of ACE's Model for Comprehensive Internationalization:



In addition to University of Wisconsin - La Crosse, other institutions participating in the 15th cohort were Arkansas Baptist College; Clark Atlanta University (GA); Gallaudet University (DC); Kent State University (OH); Southern Connecticut State University; The University of Alabama – Tuscaloosa; Universidad El Bosque (Colombia); University of Arizona; University of Nebraska Medical Center; and West Chester University (PA).

This report is based on a two-day visit to the University of Wisconsin - La Crosse (UWL) by an American Council on Education (ACE) peer review team on April 8-9, 2019.

A detailed schedule of meetings and list of attendees is included in the Appendix. The report also draws upon documents that the university provided to the peer review team: Draft report for Peer Review (History, Context and Timeline of UWL's Lab Participation), Recommendations Draft 1, and Recommendations Draft 2. In addition, the team consulted UWL's website for more details about the UWL structures and programming.

The peer review team included:

- Dr. Vicki Hamblin, Executive Director, Institute for Global Engagement, Western Washington University
- Dr. Penelope J. Pynes, Associate Provost, International Programs, University of North Carolina at Greensboro
- Dr. Susan Buck Sutton, Senior Associate for Internationalization, ACE

Dr. R. McKenna Brown, Senior Associate for Internationalization, ACE served as mentor to UWL throughout the Lab experience but was unable to participate in the peer review visit.

This is a confidential report to UWL, designed to assist the institution with its internationalization efforts. We encourage wide internal distribution of the report so that it can assist the university community in these tasks. The contents will not be published or made public unless UWL chooses to do so or gives ACE permission to do so.

## FINDINGS OF THE REVIEW

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The peer review visit consisted of an opening meeting with UWL's Steering Committee chairs and Provost, a full day of meetings with a range of campus constituents, and a final debrief meeting with the Steering Committee and Provost. An intentionally compressed visit schedule facilitated identification of key themes and issues emerging from a comparison of various perspectives in a short time frame.

Overall, the peer review team was very impressed by UWL's internationalization efforts, and the results of the Lab process. It was particularly heartening to visit an institution with such a collegial review process and enthusiasm for internationalization. Through the Lab process it is apparent that internationalization has been blended into the mission and strategic plan and is strongly supported by those with whom the peer review team met. Summarized below are key strengths and assets identified by the team, as well as observations and recommendations for ways UWL can further expand and build upon current internationalization activities and initiatives.

## KEY STRENGTHS

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### **Senior Leadership**

UWL is at a propitious moment in time to broaden and deepen its internationalization efforts. The institution already has significant levels of international activity in many of the schools, and this is a good foundation on which to build. Internationalization has received strong and engaged support from the current senior leadership, particularly Provost Betsy Morgan whose ambitious charge to the Steering Committee inspired creativity and enthusiasm for the Lab experience.

### **Successful Lab Process**

UWL's participation in the Lab was tied to a new strategic plan (crafted during 2016-2017 academic year). One area of focus identified for the strategic plan was Advancing Transformational Education – with the specific goal to **expand international learning for all UWL students**, and it was this element that provided the impetus for joining the Lab.

The Steering Committee leading the Internationalization Lab was designed with a diversity of membership across the schools to ensure broad faculty and administrative engagement, and the group produced strong recommendations with focused goals. The action teams (described below) gave balanced and thoughtful direction throughout the Lab process. The Steering Committee was given an ambitious charge, and it was very well executed thanks to the excellent leadership of Tim McAndrews and Emelee Volden engendering broad discussion on the campus.

The Steering Committee organized itself into action teams to deal with the various aspects of internationalization, gathering information, studying it in depth, analyzing current opportunities and challenges, and giving ample opportunity for various constituents (including students who served on the Steering Committee and two action teams) to participate in the process. Six action teams were organized to support the overall goals of the Lab: **Group 1.** Articulated Institutional Commitment; **Group 2.** Education Abroad; **Group 3.** Faculty Policies, Procedures & Practices; **Group 4.** Curriculum & Learning; **Group 5.** International Student Recruitment & Retention; and **Group 6.** Collaborations & Partnerships.

The peer review team was impressed by the focused constellation of priority action items that resulted from extended discussions led by the various action teams. During the peer review visit, the scheduled meetings involved a wide spectrum of the campus community, including members of the Chancellor's Cabinet, faculty, and representatives of important administrative offices. The conversations during the visit suggested that internationalization has increasingly strong buy-in on campus, but conversations about why internationalization is important not only for students but for the campus and community must continue and be amplified. These discussions can shape everything the university does, and clearly a committed core of faculty and staff members are willing to work to achieve the vision.<sup>1</sup>

### **The International Education and Engagement Office**

Under Emelee Volden's leadership as Director and Senior International Officer (SIO) for the institution, the staff of the International Education and Engagement Office is deeply committed to serving international students and promoting global learning throughout the UWL community. Despite constrained resources, a strong spirit of continual improvement and innovation drives the team; Volden has empowered her staff to excel and enthusiastically acknowledges and appreciates their contributions. Staff members' expertise is evident in their excellent work, but beyond that, they exude creative energy and contagious excitement that will help fuel UWL's internationalization efforts going forward. There was much praise expressed for Volden and her IEE staff throughout the visit. Leveraging IEE's reputation, the peer review team recommends that IEE delve further into the schools to provide expertise on using dual degree agreements for recruitment and to serve as facilitator for developing collaborative online international learning (COIL) courses. It can play a critical role by engaging with even more faculty and with the new IEM advisory group. (For more on the IEM advisory group see below under Observations and Recommendations.)

### **Current Global Learning Initiatives**

UWL has many exciting programs that can serve as models for new internationalization initiatives: the new Peace Corps prep program, COIL class (facilitated by a grant from ACE for working with a Japanese partner), several small dual degrees, opportunities provided by being a member of ISEP (a member organization with various modes of student exchange around the world), faculty-led study abroad programs, International Studies minor, various language majors and concentrations through Global Cultures and Languages, collaborative efforts on diversity and inclusion, opportunities for incorporating global perspectives into the general

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<sup>1</sup> The lab process and its findings are located here: <https://www.uwlax.edu/committee/internationalization/campus-communication--documents/>

education program. Particularly ripe for development are opportunities for the STEM areas. A plus for UWL is the \$170,000 scholarship funding for education abroad and international degree-seeking students that is garnered from student fees.<sup>2</sup>

## OBSERVATIONS & RECOMMENDATIONS

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For reference, comprehensive internationalization, as defined by the Center for Internationalization and Global Engagement at ACE, is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.<sup>3</sup>

The UWL Lab team used the ACE model for comprehensive internationalization as a basis for its work in order to maintain balance among UWL's international activities. As a result, the UWL Internationalization Laboratory Draft Report proposes important steps to address the need for and ways to accomplish a greater degree of internationalization broadly across the campus. Through the Lab process four key initiatives were targeted and refined. Throughout the peer review discussions it was clear that these four initiatives resonate with the constituents on campus and appear to be clear starting points for internationalizing the campus. Each of the four areas will be addressed below in the order they are described in the Lab documents.

### Launch UWgLobal

One aspiration identified in the self-study and in interviews during the peer review team visit was a desire for greater coordination of internationalization activities at UWL. The review team heard that while international activity was taking place in various parts of campus, the activities were not necessarily leading to greater internationalization and not everyone was aware of each other's initiatives. Tracking of activities was very siloed and sporadic, and UWL faculty and staff expressed a desire for greater synergy in order to garner and award resources for internationalization and develop better mechanisms for enhancing programs.

In the action teams, much discussion centered on definitions of global learning, global engagement and what is generally meant by internationalization which led to a UWL global engagement vision statement.<sup>4</sup> It appears however that the fruits of those discussions have not yet been widely disseminated throughout the university or the broader La Crosse community. It will be critical to circulate, publicize and provide more information in order to institutionalize internationalization on campus.<sup>5</sup> The mechanisms created through UWgLobal--in whatever form it is established--will provide a platform for crystalizing the definitions to a create a common

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2 Nonetheless, the need for more resources was discussed. The Gilman Scholarship is an example of an external competitive scholarship that can be used for pell eligible students: [www.gilmanscholarship.org](http://www.gilmanscholarship.org)

3 <http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>

Other resources that provide excellent guidance for internationalization include: Association of International Education Administrator's definition of the SIO (<http://www.aieaworld.org/sio>) as well as John Heyl and Fiona Hunter's 2019 monograph on *The SIO as Change Agent* (2nd Edition) (Available at <http://www.aieaworld.org/aiea-books>).

*NAFSA: Association of International Educators* supports a knowledge community devoted to senior leadership in internationalization and publishes relevant resources on the community's webpages.

4 "The University of Wisconsin-La Crosse strives to be a globally engaged campus. UWL prepares globally minded citizens by delivering transformational education, fostering scholarly endeavors that advance local and global understanding, and promoting service that connects our campus with our broader community and the world."

5 Two key topics of discussion were the need for a broad definition of community engagement to incorporate the global aspect, and ways to collaborate more intentionally on diversity and inclusion and international endeavors. The possibility of affirming this collaboration in the Internationalization Vision statement was discussed. A good source for discussion may be: [https://www.diversitynetwork.org/page/Research\\_Reports](https://www.diversitynetwork.org/page/Research_Reports)

understanding of global engagement and for sharing the stories and successes of UWL's global engagement profile.<sup>6</sup>

### **Establish an International Enrollment Advisory Group**

Given the recent national dip in international enrollment it is a good time to establish an international enrollment management (IEM) advisory group. Important here is that the group should be advisory; international recruitment requires a high level of professional expertise and it will be necessary to allow the experts to guide the process and implement the resultant plan. Having said that there is ample need for faculty and staff input into ways to increase enrollment, provide support and develop metrics for success.

Because many of the proposals in this area require partnership development for successful endeavors, the review team suggests UWL familiarize itself with resources related to partnership development. Susan Buck Sutton has written convincingly on the value of academic partnerships to pursue internationalization goals. She notes,

The forces now impelling internationalization have dialogue and collaboration at their core. This realization moves the exchanges and partnerships in which our institutions have long engaged to the center of any internationalization strategy. And these relationships, in turn, can become the means by which our institutions collectively move forward together. For international partnerships to play such a role, however, we must rethink what they are about and how we can best develop and sustain them . . . by transforming . . . traditional modes of exchange into more full-bodied relationships, moving from what might be called transactional partnerships to transformational ones.<sup>7</sup>

Standards and practices are now evolving for international partnerships, as found in several key references. ACE's International Higher Education Partnerships (2015) is a comprehensive review of "standards of good practice for international higher education partnerships set forth by a variety of organizations (in the United States and around the world)".<sup>8</sup> The publication's focus is twofold: Program Administration and Management (transparency and accountability; faculty and staff engagement; quality assurance; and strategic planning and the role of institutional leadership); and Cultural and Contextual Issues (cultural awareness; access and equity; institutional and human capacity building; ethical dilemmas and "negotiated space"). The Institute for

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6 In the AAC&U Global Learning rubric, Global learning is defined as "[. . .] the critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably." See <https://www.aacu.org/publications-research/periodicals/developing-global-learning-rubric-strengthening-teaching-and>. Additional resources include Purdue University's global learning faculty development program, see: <http://www.purdue.edu/cie/learning/global/>.

Additional resources include: <https://www.aacu.org/publications-research/publications/essential-global-learning>; Dawn Whitehead, ed. *Essential Global Learning: A compilation of seminal AAC&U articles about global learning*. AAC&U, Washington, D.C., 2016. Note especially the VALUE Rubric discussion on pp. 29-32. See also: <https://www.aacu.org/publications-research/periodicals/developing-global-learning-rubric-strengthening-teaching-and> and <https://www.aacu.org/value>; and the CLAC Consortium, <https://clacconsortium.org/>

7 Sutton, Susan Buck. 2010. "Transforming Internationalization through Partnerships." *International Educator* 19 (1): 60–6. This definition serves as the basis of strategic partnership activity at IUPUI's Office of International Affairs, see: <http://international.iupui.edu/partnerships-initiatives/partnerships/index.html> for information on how to establish partnerships at IUPUI.

8 Robin Matross Helms. *International Higher Education Partnerships: CIGE Insights; A Global Review of Standards and Practices*, ACE, 2015. See also: <http://www.acenet.edu/news-room/Documents/CIGE-Insights-Intl-Higher-Ed-Partnerships.pdf>.

International Education also has conducted research on strategic international partnerships that includes case studies from around the world.<sup>9</sup>

### **Internationalization of UWL curriculum**

Internationalizing the curriculum is a critical component of comprehensive internationalization. Since not all students will be able to study abroad, campus curricular and co-curricular initiatives are key to attaining global learning objectives. The review team recommends that UWL begin a systematic process of internationalizing the curriculum and pedagogy as soon as feasible. This is a long-term process, involving iterative discussions with stakeholders throughout the university to determine the desired student learning outcomes, creating opportunities in all programs for students to acquire and demonstrate, assess, and use this learning for continuous improvement, and integrating student study abroad experiences into the curriculum (both prior to departure and once they return).

General education is a prime location for an international focus in the curriculum, though internationalization of the curriculum must go beyond general education. It appears to be an opportune time at UWL to incorporate Global Learning Outcomes into the General Education curriculum as revision discussions are currently ongoing.

The primary resource needed to accomplish internationalization of the curriculum is the faculty, both those currently at the institution and those who will be hired in the future. Internationalization must be intentional, and faculty need to be incentivized to do this work. Advertisements of new positions can emphasize that international experience or background is preferred so that the institution can augment its internationalization agenda. Professional development at various levels will be necessary to help faculty members, department chairs, and deans identify international and/or intercultural learning outcomes, enhance the international/intercultural content of current programs and create study abroad opportunities that will give global perspectives to the majors.<sup>10</sup>

Many resources are available to assist the faculty in internationalizing the curriculum. ACE has posted or published successful programs from several projects: “Where Faculty Live”—disciplinary associations (American Political Science Association, American Psychological Association, American Historical Association, and the Association of American Geographers) is one example describing what an internationalized major would look like in their discipline.<sup>11</sup>

Because this aspect of internationalization is heavily faculty-based, the peer review team agrees wholeheartedly with the recommendation of the Lab Steering Committee that a faculty member be appointed as a consultant for curriculum internationalization support and for faculty-led study abroad curriculum development. (More below on study abroad curriculum development.)

It is worth noting that using technology is another way to connect around the world and the Steering Committee rightly recognizes that replicating the Collaborative On-line International Learning (COIL) model in various contexts may be one mechanism that fits well in the UWL context.<sup>12</sup>

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9 Claire Banks, Birgit Siege-Herbig, and Karin Norton. Eds. *Global Perspectives on Strategic International Partnerships: A Guide to Building Sustainable Academic Linkages*. Institute for International Education, 2016. This publication includes a review of the Indiana University/Moi University strategic partnership, dating from the late 1980s. See *AMPATH: A Strategic Partnership in Kenya* by Ian S. McIntosh, Indiana University-Purdue University Indianapolis and Eunice Kamaara, Moi University.

10 FIU's experience with global learning for all is a great example and it is shared in Landorf, Hilary, et al., editors. *Making Global Learning Universal: Promoting Inclusion and Success for All Students*. Stylus, 2018.

11 <https://bookstore.acenet.edu/products/where-faculty-live-internationalizing-disciplines-pdf>

12 See also SUNY Center for Collaborative On-line International Learning (COIL) (<http://coil.suny.edu/>).



## Expansion of Education Abroad

UWL has all the necessary components in place for conducting education abroad (EA) activities and is currently sending various students abroad. As proposed among the immediate goals, raising the visibility of EA through communication and marketing efforts along with developing a curriculum integration plan are critical initial steps to expanding EA. These are indeed cost-effective ways to help students and their families recognize the importance of these international experiences for personal, academic and professional growth. There are several models for curriculum integration, but the general idea is to provide information in a template format so that faculty advisors and students can easily determine options in their majors for studying abroad.<sup>13</sup> This is best accomplished by faculty and study abroad staff in partnership.

Input from faculty members in a variety of fields is also needed to determine when is the best time for students in each major to spend time abroad, and what courses students should complete before going abroad. In interviews with the peer review team, several faculty members mentioned that many faculty members discourage students from studying abroad in the STEM areas (particularly in the health and pre-health fields) and discussed the need to work on more specific STEM-related options since it is clear that the students are interested in adding global learning to their portfolios.<sup>14</sup> As a member of ISEP, UWL has access to ISEP's advising materials, which may be helpful in preparing UWL major specific options.

The partnership information above under “establish an international enrollment advisory group” will be applicable for education abroad as well, not only for risk management purposes but also for smooth operations and assessment of EA activities.

When it comes to curriculum development for study abroad, there are many resources. The peer review team would like to highlight the following examples that might be good starting points for both the faculty and staff:

- A recent publication, *Education Abroad and the Undergraduate Experience* is an excellent resource for bringing a broad range of allies into the discussion of study abroad as a critical component of the undergraduate experience.<sup>15</sup> Vande Berg (et al.) provide a thorough review of different intercultural interventions that have been used and approaches for applying them to study abroad experiences.<sup>16</sup>
- University of the Pacific's *What's up with Culture* website is a free online resource for designing intercultural orientation programing that can be used in a class setting or completed independently.<sup>17</sup> A similar resource, The University of Minnesota's Maximizing Study Abroad, provides a great array of study abroad preparation activities, reflection activities while abroad and reentry topics that can be incorporated into study abroad learning.<sup>18</sup>

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13 The two websites below from the University of Kentucky and Minnesota provide examples of such major specific advising sheets: <http://international.uky.edu/ea/maps> and <https://umabroad.umn.edu/students/maps/>

14 Information on designing academically sound and culturally relevant education abroad experiences can be found in Pasquarelli, Susan Lee, et al. (Eds.) *Passport to Change*. Stylus, 2018.

15 Brewer, Elizabeth and Anthony C. Ogden (eds.) *Education Abroad and the Undergraduate Experience: Critical Perspectives and Approaches to Integration with Student Learning and Development*. Stylus, 2019.

16 Vandeberg, Michael, et al. (eds.) *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It*. Stylus, 2012.

17 <https://www2.pacific.edu/sis/culture/>

18 Paige, R. Michael, et al. *Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use*. 2nd ed. Center for Advanced Research on Language Acquisition (CARLA), 2006.

The University of North Carolina at Greensboro (UNCG), like many institutions, adapted a combination of these resources to provide three one-hour courses that accompany students' exchange and study abroad experience (pre-, during and post-) and are willing to share its experience.

## NEXT STEPS

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UWL is well positioned to continue its work in internationalization because it has all the key ingredients: leadership, energy, and systems for establishing learning goals and assessing their outcomes. University senior leadership has demonstrated that it can engage faculty members and influence faculty processes; these leaders should continue to do so. UWL is clearly fortunate to have support for internationalization from many faculty and administrators. Of course, conversations about internationalization must continue, in order to widen this base of support so that the University can effectively reframe its vision for UWL's internationalization and communicate its importance to a wide array of university and community constituents. The UWL faculty said it best: "Our task is to concentrate, communicate and coordinate, identify gaps, give intentionality and assess."<sup>19</sup>

Internationalization is a long-term project that requires commitment from the top administrators who regularly provide reasons why campus and programs (like all of higher education) must become more fully internationalized. This requires adequate resources and regular evaluation and assessment. By developing and continuing an intentional process, the University will make its internationalization goals part of its everyday operations. If done strategically, internationalization can generate funds as it attracts qualified and high achieving students.

While UWL's formal participation in the Internationalization Laboratory has come to a close, ACE is committed to serving as a resource for Lab "alumni." Our practitioner-focused research, including the Internationalization Toolkit and the Internationalization in Action series, are useful resources at the implementation stage, highlighting good practices in curriculum internationalization, international partnerships, engaging faculty in internationalization, and other issues. ACE's recently developed "Lab 2.0" program provides an opportunity for a formal "check-up" for Lab alumni 3-5 years after completing the initial Lab program; UWL might consider participation down the road. In the meantime, ACE Advisors are always available to answer questions and discuss issues that arise throughout the implementation process. We look forward to ongoing engagement and are excited to see how UWL's internationalization efforts continue to unfold.

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<sup>19</sup> There were great data collected through the Lab process, and the review team recommends that the data be displayed in appendices of UWL's final report. Given the great collaborative work of the Lab Steering Committee consider the possibility of transitioning it into a permanent faculty/staff committee and in the process review the mission of the Senate International Committee.



# Appendix

## ACE Internationalization Lab Peer Review Site Visit Schedule April 8, 2019

Saturday pick-up: Diane Sasaki (608)793-1882 will pick up Vicki at 3:25pm

Sunday pick-up: Emelee Volden (608)780-2393 will pick up Nell at 12:50pm  
Diane Sasaki (608)793-1882 will pick up Susan at 3:25pm

Hotel Information: Home2 Suites by Hilton 210 Jay St. La Crosse, WI 54601 (608)881-6666

<b>Time &amp; Location</b>	<b>Activity</b>	<b>Topic</b>
Sunday 6:00pm Piggy's Lounge 501 Front St	Dinner with Provost Betsy Morgan, Tim McAndrews, Emelee Volden	Preparation for Monday and background on UWL
<b>Monday</b>		
7:30am, Hotel	Pick up and travel to campus	Rose Brougham will pick you up
8:00-9:00 228 Graff Main Hall (GMH)	Meeting with UWL ACE IZN Steering Committee	ACE Report & recommendations; structure to support this work; maintaining continuous assessment and evaluation and progress UWglobal Working Group/Org Structure – purpose, function & representation
9:00-10:00 133 GMH	Meeting with Chancellor's Cabinet	How IZN can advance UWL's reputation and enrollment while facing a future of declining enrollment.
10:00-11:00 228 GMH	Meeting w/ all UWL ACE Lab participants	Recommendations and action steps forward, continuation of 8am meeting on continuation of IZN efforts.
11:00-12:00 228 GMH	Meeting with UWL Dean's Council	Partnerships – importance of seeking, supporting, developing & maintaining
12:00-1:00 133 GMH	Lunch with International Education & Engagement	Recommendations & impact on IEE
1:00-2:00 228 GMH	Meeting with Faculty Stakeholders	Role of SLOs and best practices Curriculum Internationalization – how, why and what
2:00-3:00 228 GMH	Debrief with UWL Lab Steering Committee & Provost	Next Steps
3:30-4:30 3314 Union	Campus Presentation	Importance of IZN for UWL; update on UWL's Lab work
4:30-5:00 3115 Union	Final debrief with Steering Committee Members	
5:15pm	Return to hotel	
6:30pm	Dinner at Waterfront Restaurant; 328 Front Street	Reservation under Susan's name; no alcohol; give server Emelee's business card for UWL direct billing

\*Susan & Emelee will meet Tuesday morning for more debriefing

### **UWL ACE IZN Lab Steering Committee Members**

Karolyn Bald, Assistant Director of Academic Advising & Career Services  
Rose Brougham, Associate Professor Spanish/Global Cultures & Languages  
Mark Gibson, Associate Professor, Exercise Sport Science  
Nicole Gullekson, Associate Professor Management  
Shelly Leshner, Associate Professor, Physics  
Tim McAndrews, Professor Archeology & Anthropology, Provost Assistant for Promotion & Tenure  
Emelee Volden, Director, International Education & Engagement

### **UWL Dean's Council**

Provost Betsy Morgan  
Kim Vogt, Dean of College of Liberal Studies  
Laura Milner, Dean of College of Business Administration  
Linda Dickmeyer, Associate Dean, School of Education  
Marie Moeller, Associate Dean, College of Liberal Studies  
Mark Sandheinrich, Dean, College of Science & Health  
Sandra Grunwald, Associate Vice Chancellor of Academic Affairs

### **UWL Chancellor's Cabinet**

Vitaliano Figueroa, Vice Chancellor Student Affairs  
Betsy Morgan, Provost & Vice Chancellor of Academic Affairs  
Greg Reichert, Vice Chancellor Advancement  
Barbara Stewart, Vice Chancellor Diversity & Inclusion

*\* Chancellor Joe Gow is attending HLC Conference*

*\* Bob Hetzel, Vice Chancellor Finance & Administration not available*

### **Faculty Stakeholders**

Colin Belby, Associate Professor Geography & Earth Science and Chair of General Education Revision Committee  
Rose Brougham, Associate Professor Spanish/Global Cultures & Languages  
Enilda Delgado, Professor Sociology & Chair of UWL's Joint Planning & Budget  
Natalie Eschenbaum, Professor English & Chair of Faculty Senate  
Anne Galbraith, Associate Professor Biology & General Education Revision Committee Member  
Tim McAndrews, Professor Archeology & Anthropology, Provost Assistant for P&T  
Kate Parker, Associate Professor English & Strategic Planning Coordinator  
Christ Stindt, Academic Advising & Chair of Academic Staff Council  
Adam Van Liere, Assistant Professor Political Science & Chair of University Curriculum Committee

### **International Education & Engagement Staff**

Jordan Brick, Education Abroad Advisor  
Deya Ortiz, Education Abroad Advisor  
Miranda Panzer, ISSS Advisor  
Bridget Reedy, Business Manager  
Diane Sasaki, ISSS Advisor  
Emelee Volden, Director