

12. RECOMMENDATIONS FOR INTERNATIONALIZATION

The following recommendations have been consolidated and approved by the International Education Council, as the ACE Internationalization Lab team. They are based on recommendations that came from working groups for infrastructure and support, study abroad, learning outcomes, and languages in light of an analysis of survey results, and discussion throughout the ACE Laboratory Process. The original wording from the working groups follows in subsequent sections of this document.

- 1. Encourage the University to take a stronger stand on global education and engagement**
 - a. Adopt stronger language in the University mission statement and goals (a long term goal)
 - b. Use more dynamic wording in the academic affairs strategic plan, such as “global engagement” along with “global understanding and sensitivity”
- 2. Encourage internationalization across the curriculum**
 - a. Encourage departments to clarify and align commitment to global learning and engagement in mission statements, learning outcomes and assessment documents
 - b. Increase cooperation in curriculum and research among departments across the University, including culture and languages across the curriculum
 - c. General education learning outcomes should have a more prominent online and course catalogue presence
 - d. Encourage college curriculum committees to discuss commitment to global learning and engagement
 - e. Encourage work of college internationalization committees
 - i. Involvement in college level meetings
 - ii. Encourage cooperation between college committees
 - iii. Support internationalization initiatives within colleges
 - f. Provide faculty with time and financial support to develop programs and learn new technologies
 - g. Develop international and intercultural service learning projects
 - h. Support project based courses across continents
 - i. Assess WMU student global knowledge, skills and attitudes, possibly using the Global Perspectives Inventory
 - j. Collaborate more with other institutions, colleagues overseas, local organizations
- 3. Increase education and study abroad participation**
 - a. Expand financial support to students who study abroad
 - b. Create more programs during breaks to avoid lost earnings
 - c. Continue curriculum mapping to facilitate student use of study abroad courses for WMU program and graduation requirements
 - d. Increase recognition of the academic value of study abroad courses
 - i. Be more flexible in how study abroad courses are counted for credit
 - ii. Give general education, major or minor credit
 - e. Expand internships abroad
 - f. Continue support for study abroad specialists at current levels of expertise, education and assignments to particular colleges
- 4. Increase international student population**
 - a. Increase international degree and articulation partnerships

- b. Increase international student recruiting
 - c. Increase international alumni involvement
 - i. Develop more international alumni organizations
 - ii. Provide international alumni with life-time WMU e-mail service
 - d. Strengthen CELCIS, the intensive English language program
 - i. Evaluate policies on CELCIS students related to University enrollment and credit
 - ii. Further develop special ESL programs and services for international partners, domestic organizations and international teaching assistants
 - e. Make WMU a study abroad destination for international students for a semester or year
- 5. Formalize the status and structure of the Global & International Studies Program**
- a. Create affiliated faculty
 - b. Secure tenure lines for a dedicated international studies faculty
 - c. Create an endowed chair of international studies
 - d. Fund a full-time academic advisor
- 6. Increase commitment to foreign language instruction**
- a. Increase the number of faculty positions and teaching assistantships in order to meet the demand for classes in certain foreign languages, e.g. Arabic, Chinese, Japanese and Spanish
 - i. Charge graduate students in-state tuition in order to increase the number available to teach
 - b. Increase degree programs and the resources to support those programs in response to student interest in key foreign language areas:
 - i. Graduate Certificate in Translation
 - ii. M.A. in world languages
 - iii. Offer majors in programs currently offering minors, beginning with Japanese
 - c. Increase language requirement in the College of Arts and Sciences and extend to other colleges
 - d. Make available the means for learning less commonly taught languages
- 7. Support international research**
- a. Develop more international research centers
 - b. Encourage and support the development of faculty study groups
 - c. Engage in collaborative activities with other institutions
 - d. Pursue international grants with the help of an international grants specialist
 - e. Increase support for faculty research and travel
 - f. Support faculty by fitting international programs into their career goals and tenure and promotion process
 - g. Collaborate more with other institutions, colleagues overseas, local organizations
- 8. Improve international studies advising**
- a. Provide workshops for academic advisors across University
 - b. Develop lists of appropriate study abroad and international courses in fields of study
- 9. Define further the role of the International Education Council**
- a. Expand involvement with the college international committees
 - b. Ensure foreign languages department and Spanish department representation
 - c. Create a study abroad subcommittee with the Haenicke Institute
 - d. Collaborate more with Academic & Information Technology Council and Research Policies Council of the Faculty Senate, and Lee Honors College

Recommendation 1: Within the learning outcomes for general education, Areas III (United States: Cultures and Issues) and IV (Other Cultures and Civilizations) have clear and far reaching global learning outcomes in the domains of knowledge, dispositions and skills. In this, WMU compares well to our peer institutions; although many of them have placed their learning outcomes in a position of higher exposure to the student body. Placing learning outcomes in a more prominent position would indicate a strong commitment to ensuring that these outcomes are easily accessible and widely recognized by the student population, in turn, making it more likely that students will take them seriously and will meet those outcomes.

- We recommend that general education learning outcomes have a more prominent presence on WMU's Website.

Recommendation 2: In departmental assessments, we often found a disconnection between a department's mission statement and learning outcomes assessment plans. Many departments lacked attention to global learning outcomes.

- We recommend that department chairs and members of the college curriculum committees initiate a discussion with their fellow faculty members to gauge the level of commitment to global learning and ensure that the commitment is evident not only in the mission statements but also in departmental learning outcomes and assessment plans.
- We also recommend that department chairs and college curriculum committees initiate a formal dialogue about linking missions to outcomes at the department level.

Recommendation 3: Though all of the colleges (with the exception of the College of Fine Arts) have an internationalization committee, it is not clear what role these committees play in shaping global learning initiatives at each college. There are great variations in committee effectiveness and engagement with other committees across the University.

- We recommend a greater commitment to these committees. They should have clear roles to play, a greater presence in college-level meetings, and more formalized collaboration with IEC. This might include provisions for monetary support to sponsor internationalization initiatives in the colleges.

Recommendation 4: Goal 1 of the *Provost's Academic Affairs Strategic Plan 2010* includes a commitment to "reconfigure the curricula, including general education, to consider" both global literacy and diversity and inclusion, among other things. However, the metrics used to assess the success of Goal 1 do not relate to global literacy or diversity and inclusion.

- We recommend adding to the *Provost's Academic Affairs Strategic Plan 2010* the promotion of global engagement and socially responsible citizenship in an increasingly interdependent world.

- We also recommend that the metrics, which are used to measure Goal 1, be re-written to reflect a greater commitment to global learning rather than it simply being a desirable goal that is left to chance.

Recommendation 5: While there is mention of support for diversity and international programs in the University mission statement and goals the language lacks a clear commitment.

- We recommend adopting stronger language in both the University mission statement and statement of goals to indicate a greater commitment to global learning.

Recommendations from the Student Survey

The learning outcomes working group also analyzed the results of the student survey and made the following statement and recommendations:

The ACE Lab working group conducted a student survey to identify student perceptions of internationalization at the University. The survey was built around the stated mission and goals of the University. Although more data needs to be collected from a wider array of sources to inform the review process, analysis of the survey results suggest there is a need for the following recommendations:

Recommendation 1: Results of the student survey showed that students from countries other than the U.S. less frequently perceived WMU to: 1) be a student centered university, 2) foster a community of learners, 3) develop a responsible and ethical community, and 4) maintain partnerships with and support communities.

Consequently, the first recommendation is to develop practices, procedures, curriculum content and pedagogical styles that result in a more inclusive campus for international students and those from diverse backgrounds.

Recommendation 2: Results of the student survey imply that a small percentage of students have participated in study abroad experiences and a rather large percentage of students are not planning to participate in study abroad. In an effort to be consistent with the goal of increasing global engagement as advised by the global learning outcomes sub-committee, we recommend making efforts to increase the possibility of study abroad experiences for a wider and more diverse range of students. Creative strategies, such as those that follow, may be useful in addressing this recommendation:

- Actively market the advantages and benefits of participating in study abroad.
- Make available more substantial scholarships for students (based on need, as well as merit) participating in study abroad experiences.
- Increase the variability of study abroad content areas and locations to appeal to the greatest number of students.
- Facilitate department and/or college sponsored study abroad fairs involving the department/college faculty, staff, and students who are engaged in international research, course work or practica. A more personalized event may draw a different type of student than those that would typically attend the University-wide study abroad fair.

- Increase opportunities for students who have participated in study abroad to convey their experiences to other students in meaningful, engaging ways.

Recommendation 3: A follow up study to the student survey should be conducted (perhaps using conversation circles or focus groups) in order to explore why a portion of the study body are not planning to participate in study abroad. The results of that study should be used to develop additional strategies for engaging students in international issues.

Recommendation 4: Knowledge, dispositions, and global engagement can also occur locally for students who cannot participate or choose not to participate in study abroad programs. One way to address these components of an internationalized/global education is to increase meaningful, culturally competent service learning opportunities in collaboration with local migrant communities.

Infrastructure and Support Working Group

After careful review of the existing infrastructure, the group thinks that HIGE has a solid and well-established infrastructure. At the same time, however, the group believes that opportunities exist to improve and enhance the multitude of HIGE functions.

Recommended Areas of Improvement of the HIGE

1. Faculty Lines: Under the current format of the Global and International Studies program, Dean McCloud and three adjunct faculty members provide the support for the program's academic infrastructure. The program has grown rapidly since its inception several years ago and now supports over 125 majors and a greater number of minors. Students enrolled in the program are often double majors. Majors are required to take four courses offered within the GIS program with the remainder provided by other departments across the University.

Recommendations:

A. Affiliated Faculty: In an effort to increase the role of faculty involved in the GIS academic program, the Haenicke Institute should organize an affiliated faculty of instructors who offer the numerous courses that support international studies. The development of an affiliated faculty will encourage interdisciplinary instruction and research at WMU, which meets one of the goals of the *Provost's Academic Affairs Strategic Plan 2010*. The interaction of dedicated faculty will encourage the development of new GIS courses or the modification of existing courses to include significant international content. Many academic departments at Western tend to be insular and parochial with little interaction extending to colleagues in other disciplines with similar research interests. The development of an affiliated faculty will encourage greater interaction, which can lead to new collaborative research projects. The establishment of an affiliated faculty may facilitate the development of new overseas studies courses to expand the number of offerings available to students. In addition, the creation of an affiliated faculty could result in the establishment of a larger academic network through affiliated faculty contacts with foreign universities and institutions. An example would be the development of courses that utilize inter-active video technology for joint course offerings with other universities.

B. Endowed Chair: The Haenicke Institute should work with the University endowment and gift program to seek external funding for an endowed chair in GIS. WMU benefactors may prove interested in providing financial support for such a faculty line, which would enhance the academic foundation of the program.

C. Dedicated GIS Faculty: Once WMU has renewed its access to greater financial resources, it should be a goal of the Institute to acquire faculty lines from the provost in order to develop and support the GIS curriculum. While this is a project that reaches well into the future, it should become a long-term priority to encourage development of the program.

2. International Studies Advising: One of the priorities of the *Provost's Academic Affairs Strategic Plan 2010* is to enhance the quality and accessibility of academic advising, especially in support of WMU's goal of enhancing four-year graduation rates. Advising is especially critical for students enrolled in interdisciplinary programs, like GIS, since majors take the bulk of their course work from a variety of departments. Currently, the Haenicke Institute relies on a political science professor to provide part-time advising for the students in GIS, with supplemental advising conducted by Dean McCloud and the adjunct faculty members.

Recommendation:

Full-Time Academic Advisor: The University should provide financial support for a full-time GIS academic advisor that can address the needs of majors and minors while supporting the University's goal of enhancing four-year graduation rates. A full-time advisor can also help HIGE develop international internships and assist with study abroad advising and development, which also meet University priorities for globalization. An affiliated GIS faculty can also be called upon to share expertise regarding academic development and career opportunities with students.

3. International Degree and Articulation Partnerships--The Twinning Programs: One of the major successes of the study abroad program has been the development of twinning programs, where WMU has established institutional relationships with universities overseas to promote overseas studies and faculty exchange programs. Such institutional support is invaluable in creating long-term relationships in support of Haenicke Institute objectives.

Recommendations:

A. Second Position to Support International Degree and Articulation Partnerships: The current director of the International Degree and Articulation Partnership Program has traveled to Asia six times over the past ten months in support of this program. The stress of constant long-distance travel will eventually become too burdensome for one individual; however the attention required to maintain this valuable program will be a continuing need. The working committee recommends funding be obtained to hire a second individual for this program to share the burden of travel required to maintain the quality of this service.

B. International Offsite Centers: The International Degree and Articulation Partnership Program might also take advantage of the twinning model to establish overseas offices to support this program's office on as-needed basis. By hiring former WMU alumni who are familiar with the University and have knowledge of the local languages and procedures, the Haenicke Institute can continue to develop international linkages with foreign institutions while reducing the travel load of HIGE staff.

C. International Alumni Organizations: At this time, the WMU Alumni Office has not made the development of international alumni clubs a priority due to the difficulties involved in organizing such a network overseas. However, given the age and advancement of older WMU alumni, this group may be a potential source of financial contributions for the University. The development of international alumni organizations would help WMU recruit new international students for the Kalamazoo campus by utilizing individuals who have already experienced life and academic study in southwestern Michigan. Other universities have successfully developed international alumni organizations which provide a degree of enthusiasm and local knowledge that greatly assist recruitment and fund-raising. These organizations are also useful in terms of outreach opportunities to help promote the University.

D. Life-Time e-Mail Service: One of the problems in developing international alumni organizations is establishing contact with foreign alumni. A low-cost solution is to maintain contact after graduation by providing WMU overseas alumni with life-time e-mail service, allowing them to maintain their BroncoNet electronic addresses.

4. International Research Centers: Another area where WMU can increase its international resources is by encouraging the development of international research centers that focus on global, regional or theme-based research. The Haenicke Institute supports a few research centers, such as the new Confucius Institute, and offers office space for centers. The creation and expansion of international research centers can provide a number of benefits to the University.

Recommendations:

A. Faculty Study Groups: The Haenicke Institute should continue to encourage the development of international and interdisciplinary research through the establishment of faculty study groups, where faculty members from different disciplines address a common theme and share their methodological and disciplinary approaches to reach new syntheses on global issues. The results of such research can lead to academic presentations, publications, or the creation of research centers that benefit the University.

B. Collaboration with Other Institutions: The development of international research centers can lead to new collaborative efforts with other research centers, not only in the United States, but around the world. Such activities will bolster research and benefit graduate students, create internship opportunities, and enhance instruction by inviting foreign researchers to share their findings with WMU classes via inter-active video and other technologies.

C. International Grants: The creation of an affiliated international studies faculty and international research centers can become the foundation for sponsored projects, not only with the federal government or private U.S. foundations, but also with foreign and international organizations, such as the European Union or United Nations. International research centers would serve as the principal agents in writing and administering grants that will bolster WMU's international reputation. The acquisition of successful grant applications again falls into line with the *Provost's Academic Affairs Strategic Plan 2010*, which states the goal of doubling the amount of external funding for WMU in the upcoming academic year.

Study Abroad Working Group

The Study Abroad Working Group performed a SWOT analysis and peer comparison of WMU's study abroad programs resulting in the following recommendations. The study abroad coordinators at the Haenicke Institute were involved in this process.

SWOT Analysis

Strengths:

1. Solid infrastructure at HIGE
2. Existing partnerships abroad at various levels
3. Strong history
4. Funding to help faculty develop study abroad programs (faculty discovery grants for study abroad)
5. IEFDF
6. Recent development of the president's grant for semester-long language study abroad, now in its third cycle, funding summer study abroad programs.
7. The dean's scholarship, needs based support for summer, short-term, faculty led programs
8. Good support for students when they study abroad (e.g. updates on safety concerns, preparation, timely responses, emergency phone numbers; parental access to I-JET, health insurance, pre-departure orientation)
9. Study abroad coordinator outreach and relationship development with colleges to encourage, foster and support study abroad opportunities
10. Colleges are developing stronger international committees that encourage study abroad
11. Faculty development for short-term study abroad options that require departmental and college-level support are creating an avenue for development and for colleges to create a balance of opportunities
12. Establishment of online database and electronic platform for study abroad. Online application submission for full range of study abroad options, a unique feature in comparison with peer institutions (this brings a challenge of needing on-going in-house IT support).

Weaknesses

1. Not enough funds
2. Low percentage of students who study abroad
3. Level of support for faculty varies at the department level
4. Only partial support for study abroad exists at the college level because paying faculty salaries to conduct study abroad passes costs on to students
5. Curricular barriers
 - a. Does not fit into program of study; no time / rigid curriculum
 - b. lack of incentives for faculty and students in many curricula
 - c. Western Edge graduation compacts guarantee degree completion in 4 years while more time is necessary for some majors to allow enough flexibility to incorporate study abroad
6. No dedicated CRN (Course Registration Number in GoWMU course catalog and student registration system) for many study abroad courses, particularly those involving short term study
7. Difficulties predicting how particular courses will count toward requirements for major or minor in some areas

8. Variable level of understanding of value of study abroad for students in some majors
9. Costs can be prohibitive or perceived as such
10. Parents do not always understand the value of study abroad
11. Some colleges (e.g. Fine Arts) lack an international committee
12. No presence of HIGE or study abroad coordinators at faculty orientation activities for teaching first year experience courses
13. No presence at recruitment for student activities, including the need to work with high school counselors/advisors. WMU Admissions Office does not seem to use study abroad programs or funding opportunities for study abroad as part of recruitment strategy. There is a need to increase visibility of programs (e.g. Facebook).
14. WMU advisors do not always understand and encourage study abroad
15. Need to identify more clearly what need to learn
16. Credit-based restrictions, e.g. cramming 16 weeks of content, including lab requirements, into 4 weeks of time without appropriate equipment to do what was expected when course is offered at WMU; need to be able to match opportunities of a site with what is expected
17. Need to institutionalize study abroad as a permanent part of the curriculum
18. Campus culture is not as supportive as could be
19. Difficulty getting loans as a result of economic conditions in Michigan (parents cannot co-sign if they have been laid off)
20. Lack of clarity regarding terms and options in study abroad scenarios
21. Inconsistencies in the value of transfer credits; ideally, all course work conducted abroad would count toward graduation requirements

Opportunities

1. Need discussion: How does it fit into liberal arts education or is it meant to be directly applicable to getting a job? "In and out curriculum" vs. critical thinking and reflection
2. How justify costs?
3. Would like opportunities to study abroad as a drawing point to recruit students
4. Appeal to students who have not been abroad before.
5. Brown bags sponsored by provost's office on globalization

Threats

1. Economic uncertainty
2. Are we allocating resources appropriately?
3. General ed. approval process takes a long time
4. Loss of income when overseas

Suggestions for improvement:

1. Finances as major roadblock to study abroad: how do we help students prepare and support them? Many who don't qualify for financial need still cannot afford it
2. Increase merit awards
3. Loss of earning money a barrier for summer study abroad
4. Continue curriculum mapping to enable students to facilitate students' use of study abroad courses for WMU program and graduation requirements.
5. Increased recognition of the academic value of study abroad courses. This might include giving more flexibility in how study abroad courses are counted at WMU, and in giving general education, major or minor credit for study abroad courses.

6. Continue support for 3.5 study abroad coordinators at current levels of expertise and education, and assignments to particular colleges.

Languages Working Group

1. With increased student interest and demand in certain foreign languages, there is a need for more faculty positions and teaching assistantships.
 - a. Demand has increased for Arabic, Chinese, Japanese and Spanish
 - b. By charging graduate students in-state tuition, more graduate students would be available
2. Increase degree programs in response to student interest:
 - a. Graduate Certificate in Translation
 - b. M.A. in World Languages
 - c. Majors in programs that currently have minors, beginning with Japanese
3. Increase language requirement and extend to other colleges.
4. Make available means for learning less commonly taught languages.

Infrastructure and Support Recommendations:

1. Ensure foreign languages and Spanish departmental representation on the International Education Council.
2. Increase support for faculty research and travel.
3. Investigate possibilities for increased cooperation in curriculum and research among departments across the University, including culture and languages across the curriculum.

CELCIS Recommendations:

1. Maintain the policies regarding accreditation and conditional admission.
2. Develop a university enrollment policy for students who have not completed the entire CELCIS curriculum.
3. Explore means by which CELCIS students can earn undergraduate credit for CELCIS courses.
4. Develop additional support structures for international teaching assistants. Such support may involve a semester-long course, individual consultations, or provision of materials.
5. Maintain close coordination and further develop international recruiting efforts with HIGE.
6. Maintain and further develop special ESL programs, on-shore and off-shore, to service the needs of educational institutions, corporations, and individual students.
7. Maintain and further develop ESL certificate programs such as our Pre-MBA English certificate.