Midterm Report to Faculty Senate
Ad Hoc University Internationalization Committee

Background
The Ad Hoc University Internationalization Committee was created by Faculty Senate in Spring of 2013. The purpose of the committee is to assess, recommend, and provide strategic guidance to the comprehensive internationalization of our university. Specifically, the committee is charged to:

- Review UW-Platteville’s current international activities.
- Develop global learning goals and a plan for assessment.
- Develop strategic goals that will sharpen UW-Platteville’s global presence and help expand its effectiveness in international education.

Definition of Internationalization
Based on the American Council on Education’s "Mapping Internationalization on U.S. Campuses: 2012 Edition", the committee developed the following definition of internationalization:

Internationalization is the process of incorporating global perspectives into teaching, learning, and research to meet the university’s obligation to prepare students for productive and responsible citizenship in the world.

This includes:

- building intercultural skills and competencies among students, faculty and staff;
- establishing relationships and collaborations with individuals and institutions abroad;
- promoting respect of religious, cultural, and linguistic differences; and
- developing strategic, coordinated processes that align and integrate policies, programs and initiatives.

Current Internationalization Programs at UW-Platteville
Currently, internationalization at the University of Wisconsin-Platteville can be divided into three broad categories: opportunities for UW-Platteville students and faculty to go abroad, opportunities for international students and scholars to come to Platteville, and on-campus internationalization efforts.

Opportunities for UW-Platteville students and faculty to go abroad.
UW-Platteville students currently have more than 400 education abroad programs to choose from in over 50 different countries. Programs include:
• **UW-Platteville Education Abroad.** These UW-Platteville sponsored education abroad programs offer students a great deal of student support from knowledgeable on-site staff, exciting excursions and co-curricular activities, and unique opportunities to integrate into the institution, community, and culture abroad. Over 10,000 students from more than 250 different institutions nationwide have participated on these programs alongside UW-Platteville students on winterim, summer, semester, and year-long programs. Current program locations include: London, England; Nagasaki, Japan; Newcastle, Australia; Rome, Italy; Seville, Spain; and Suva, Fiji.

• **UW-Platteville Exchange.** These programs allow UW-Platteville students to enroll directly with an international institution, take classes side-by-side with students from the host country and other international students, and live with students from the host country or international students for a semester or year. Exchange programs are generally recommended for students who have traveled abroad in the past or are more independent and comfortable with ambiguity. Such programs do not always offer a great deal of guidance from the host institution while applying and abroad, and in many cases, student services and excursions are limited in-country. Current program locations include: Ankara, Turkey; Belfort, France; Darmstadt, Germany; Dronten, Netherlands; Galway, Ireland; Jönköping, Sweden; Newcastle, Australia; Stavanger, Norway; Townsville, Australia; and Zwolle, Netherlands.

• **Short-term faculty-led.** These programs allow UW-Platteville students to take a course which lasts between ten days and three weeks. These courses are taught abroad by one or more UW-Platteville faculty members, and carry UW-Platteville academic credit (typically three credits). Programs are often offered over the winter, spring, and summer breaks and include pre-departure and returnee requirements such as readings, research, papers, informational meetings, etc. The location and focus of the programs vary greatly, and program offerings will change from year to year.

• **Affiliate.** These programs are available to UW-Platteville students through established affiliations and partnerships with other institutions, consortiums, and education abroad providers. Programs are available in a variety of locations around the world and include winterim, summer, semester, and year-long options. Current affiliate partners include: Academic Programs International (API), College Consortium for International Studies (CCIS), Council on International Educational Exchange (CIEE), Cultural Experiences Abroad (CEA), Educators Abroad, GlobaLinks, Hessen-Wisconsin Exchange, International Student Exchange Programs (ISEP), UW-La Crosse Study Abroad, UW-Oshkosh Study Abroad, UW-River Falls Study Abroad, and UW-Stout Study Abroad.

UW-Platteville faculty are strongly encouraged to pursue international opportunities. Sample opportunities include:
• **Faculty development.** There are a number of organizations and institutions offering funding and programming to encourage and support faculty travel abroad as well as the integration of international experiences into courses and curriculum. Examples include: American-Scandinavian Foundation (ASF), CIEE International Faculty Development Seminars, Fulbright-Hays Program, German Academic Exchange Service (DAAD), Global Studies Foundation, International Research and Exchanges Board (IREX), Open Society Institute, and UW-Platteville International Education Professional Development Grant.

• **Leading a short-term faculty-led program.** These programs allow UW-Platteville faculty to teach a short-term course, typically between ten days and three weeks, abroad. Faculty have the freedom to propose programs, based on their discipline or interdisciplinary, in locations relevant to the subject and where they have personal experience, connections, or at an existing partner institution of UW-Platteville. Programs are often offered over the winter, spring, and summer breaks and typically carry three UW-Platteville credits.

• **Faculty exchange.** UW-Platteville faculty are supported to make connections with their counterparts at partner institutions to organize faculty exchange opportunities. Short-term and semester (sabbatical) options can generally be arranged by faculty at most of the UW-Platteville Exchange locations.

• **Experience China or Wisconsin in Scotland lecturer.** These programs, facilitated by UW-River Falls, give faculty the opportunity to teach in their discipline in Dalkeith, Scotland, or Hangzhou, China, for a full semester or for shorter periods over the summer.

**Opportunities for international students and scholars to come to Platteville**

In fall of 2014, there are approximately 135 international students and scholars in Platteville. A five-year plan for strategic recruitment and retention of international students at UW-Platteville has been created. The most recent version is available upon request by contacting the International Programs Office.

Programs for international students and scholars include:

• **Full-time, degree-seeking students.** UW-Platteville currently has approximately 70 full-time degree-seeking students from 14 countries. These students stay for four (or more) years, and graduate with a UW-Platteville degree.

• **Non-degree-seeking international students.** Students come to UW-Platteville for a year or less through a variety of programs:
  - One- or two-semester exchange from exchange partner universities including:
    - CAH Vilentum University of Applied Science, Netherlands
    - Galway-Mayo Institute of Technology, Ireland
    - Hochschule Darmstadt University of Applied Science, Germany

3
- James Cook University, Australia
- Jönköping University, Sweden
- Middle East Technical University, Turkey
- Université de Technologie Belfort-Montbéliard, France
- University of Newcastle, Australia
- University of Stavanger, Norway
- University of the West of Scotland, Scotland
- Windesheim University of Applied Sciences, Netherlands

  - One- or two-semester students in the Joint International Masters program. These students come from partner institutions in Darmstadt, Germany (Hochschule Darmstadt) or James Cook University (Townsville, Australia)

  - One-year full-fee-paying Brazilian Scientific Mobility Program students through the Brazilian government and the Institute of International Education (IIE)

  - One or two-semester full-fee-paying students from South Central University for Nationalities (SCUN) in Wuhan, China

  - General institutional agreements exist with the Federal Rural University of Pernambuco, Brazil, and UNICENTRO, Parana, Brazil

- **English Language Program.** Beginning in Fall, 2014, UW-Platteville has an English Language Program. This program primarily serves prospective international students who meet all admission requirements except for their English language proficiency to prepare them for academic success at UW-Platteville as well as improve their proficiency in English. Upon successful completion of the ELP, students may be admitted as full-time degree-seeking students at UW-Platteville. In addition to providing services to academically bound international students, the program serves non-academically bound students who are interested in improving their English language proficiency and/or understanding of the U.S. culture for professional and/or personal development. It is hoped that this program will help provide a bridge for more full-time, degree-seeking international students.

- **Dual-Degree Programs and 2+2, 3+1, 2+2+1.** Several opportunities to develop 2+2, 3+1 or dual-degree programs are currently being actively explored with a number of institutions including: South-Central University for Nationalities (China), Fergusson College (India), Yantai University (China), and Doowon Technical University College (Korea). These programs allow international students to begin their coursework at their home institution and transfer to UW-Platteville for one or more years to complete their degree or complete part of their degree before returning home.
On-campus internationalization efforts.

Every UW-Platteville student is required to fulfill the International Education (IE) requirement. While many students meet this requirement by participating in an international experience, the rest take an approved International Education course. Approximately 65 courses, in a wide range of areas, carry the International Education designation.

In addition, many instructors make an effort to include international perspectives in courses without an official IE designation. Among the faculty and teaching academic staff responding to the Ad Hoc committee’s survey (see below for details), approximately half responded that they include examples with international or intercultural perspective in one or more courses that do not count toward the International Education general education requirement. Such units might include international datasets, case studies that are set in non-US countries or that explore international themes, or articles from international journals.

Finally, there are a number of co-curricular activities with an international perspective available for students on the Platteville campus. These include but are not limited to.

- The Global Amigos program, in which new international students are paired with a “Mentor Amigo” who is a current U.S. or international student.

- Conversation Partners, a program which involves groups of 2-3 people, at least one participant is a non-native speaker of English and at least one participant is a native speaker of English. Conversation partners meet at least once per week during the semester at UW-Platteville and speak in English and learn about each other’s culture through conversation.

- The International Student Club (ISC), which is open to both U.S. and international students. The ISC educates and promotes global understanding through learning about different cultures, having fun, and organizing international programs, events, and activities.

- International Education Week, a campus-wide annual program which emphasizes cultural exploration and the international academic exchange opportunities through UW-Platteville. Programming during this week highlights our education abroad opportunities, international students, and international research undertaken by our faculty.

- Global Exploration Living Learning Community (LLC), which is a group of first-year U.S. and international students living together in Dobson Hall who have a shared interest in broadening their understanding of world issues and cultures. LLC participants take a common course together fall semester and benefit from extra academic support. They also participate in extra-curricular programming centered around a global theme to help them develop intercultural competency, develop personal leadership skills, and enjoy a smoother social adjustment to college life.
See [http://www3.uwplatt.edu/isss/get-involved](http://www3.uwplatt.edu/isss/get-involved) for an extensive list of cross-cultural programs, activities, and events.

**Surveys**

In spring semester, 2014, the Ad Hoc University Internationalization Committee distributed two surveys, one for faculty and teaching academic staff, and one for non-teaching academic staff. While the surveys were not perfect, there were some interesting trends in the responses.

**Mechanics**

A link to the appropriate survey was distributed according to a list of the appropriate employees, as provided by the Human Resources office. Reminders were sent out after one and two weeks. In all, responses were received from 107 faculty and teaching academic staff (26% of those invited) and 74 other academic staff (34%). Since the survey was voluntary-response, it would not be appropriate to assume that these represent random samples from the populations.

There was a technical issue with the implementation of the surveys that was remarked upon by a number of respondents. The survey was designed with several questions which allowed multiple responses. For example, one question on the Faculty/TAS survey was:

> Which of the following are you potentially interested in? [check all that apply]...
> - Attending conferences outside of the United States
> - Conducting research outside of the United States
> - Leading or co-leading a short-term education abroad program
> - Participating in a faculty exchange program

However, in implementing the survey, this and other questions were set up so that at least one answer was required. Respondents could not continue without checking at least one box. While the committee certainly had in mind that respondents would not be interested in any of the activities, they were forced to choose at least one. So extra care should be taken in interpreting any questions of this type.

**Results**

Respondents seemed to have a wealth of international experience. Among the respondents to the Faculty/TAS survey, 98% reported having traveled outside the U.S. This number is no doubt inflated by the voluntary nature of the survey. Of those, almost half have been outside the U.S. more than 10 times, and 60% report having been in six or more foreign countries. Among non-teaching staff, 90% have traveled outside the U.S. Far fewer report extensive travels, with 60% having been outside the U.S. more than 1 to 5 times, and 65% having been in five or fewer foreign countries.

The survey suggests campus environment open to further internationalization efforts. For instance, although only 11% of academic staff has attended a conference outside of the United States, 84% are interested in doing so, with the majority citing financial support as the key obstacle. Among faculty, there is significant interest in attending conferences.
outside the United States (73%) and leading short-term study abroad programs (76%). Again, financial support is the most important barrier to participation in these activities. Both faculty and staff expressed an interest in attending workshops pertaining to internationalization.

Respondents are positive about the presence of international students on our campus. The vast majority of Faculty/TAS agree or strongly agree with the statement “Overall, international students enhance the learning experience for all students,” with most of the rest responding “Don’t know.” The corresponding question for non-teaching staff was “Students identified as international students enhance the learning environment at UW-Platteville,” and again, 98% of the responses were positive.

However, there is some indication that both teaching and non-teaching staff aren’t entirely comfortable working with international students. Both groups were asked to respond to the question “I feel comfortable addressing the needs of students whose first language is not English.” About half the teaching staff and one third of the non-teaching staff responded “To a great extent”, with most of the rest of both groups saying “Somewhat.”

Even among our fairly positive group of respondents, there seems to be an advising gap when it comes to advising students with regards to education abroad. Among 76 respondents who advise students, only about a third always talk to their advisees about education abroad. Most of the rest sometimes do, with a few responding that they never do.

Both surveys included the question “How familiar are you with the resources and services provided by the International Student and Scholar Services office (ISSS)?” About 55% of the non-teaching staff indicated that they were very or somewhat familiar, but only about 30% of the teaching staff gave one of those two answers. There is clearly an opportunity for further intentional outreach across campus to promote the ISSS Office and the international student/scholar population.

**Future Goals**
The Ad Hoc University Internationalization Committee will work during the 2014-2015 academic year to develop specific recommendations to Faculty Senate and to the administration for specific ways to improve all aspects of internationalization at UW-Platteville. Broad goals include:

- Increase funding opportunities and provide more resources for faculty and students who wish to travel abroad on short- or long-term programs.

- Increase the number of international students and visiting scholars coming to Platteville. Improve processes and services to help these individuals to integrate into the university and community.

- Increase funding opportunities and provide more opportunities for faculty wishing to add international perspectives to on-campus and on-line courses.
• Encourage departments to reward faculty and teaching staff for increasing internationalization in the classroom.

• Restructure the University International Education Committee and revise its charge to give it a more active role in both overseeing and promoting internationalization efforts across campus.

We hope to have specific, concrete recommendations in place by the spring of 2015.