

Preparing Global Leaders--Final Major Recommendations

“UW-Eau Claire graduates will distinguish themselves by being not only excellently prepared academically and professionally, but also by being culturally competent, ethically engaged, and empathic humanitarians with leadership skills that prepare them for global citizenship.”

1. That every graduate from UW-Eau Claire will participate in an international education experience. This requirement may be met in a variety of ways, through a university sponsored or approved study abroad program, through an international service-learning experience, through an international internship, or through another approved international experience.
 - a. Completing a passport application will be part of freshman orientation.
2. That we internationalize the campus.
 - a. That we diversify the campus through increased efforts to recruit domestically and internationally diverse students and faculty/staff.
 - b. That we internationalize the curriculum to include at a minimum a center or institute for Global Studies. The Center for Global Studies would provide for curricular emphases on global issues (terrorism, climate change, health, poverty and income inequality, social justice, peace studies, drug and human trafficking) and area studies (African Studies, Asian Studies, Latin American Studies, Middle Eastern Studies, European Studies and Oceania Studies).
 - c. That we internationalize the curriculum through integrating international perspectives into existing and new courses.
 - d. That we provide a mechanism and support for faculty and staff to participate in international exchanges.
 - e. That we internationalize the curriculum to include a long-term plan for addressing gaps in the curriculum and in the existing international experience options to develop long term collaborative partnerships with institutions and agencies in areas of the world that are viewed as critical for global leadership, such as Africa and Asia (research, service-learning, work with NGOs, US development agencies)
 - f. That we establish interdisciplinary, required courses for all freshmen that will deal with common human experiences in human and natural sciences (religions of the world, peoples of the world, arts and humanities, geography, international health and environmental problems).
 - g. That we establish an Institute for Environmental Studies & Stewardship that would partner with the Center for Global Studies recognizing that regional environmental issues are set in a global environmental context.
3. Recognizing this institutional commitment through a physical facility to house these initiatives.

Generate Specific Talking Points—Why is This a Good Idea Now?

- We have an outstanding Center for International Education and other experiential learning co-curricular programs. This would bring these strengths into the curriculum and into the campus experience in ways that enhance learning, prepare students for the challenges facing them now and in the future and reinforce the ultimate goal of ethical, responsible, active, global leaders.
- Internationalizing the curriculum is an excellent way to get past the GE impasse and generate a truly multidisciplinary approach which is desperately needed by our students upon graduation.

- The US is behind the curve and must struggle to catch up—if we don't we may become irrelevant. Higher education is shrinking in the US and growing elsewhere—the third world potential growth in new students is actually larger than the current number of students in higher education worldwide.
- This goal does not preclude a focus on diversity; in fact, it mandates that we enhance our diversity on campus by promoting the “inclusion and participation throughout the university and in the larger community of people with diverse backgrounds and voices, nourishing a vigorous pluralism in American society.”
- Pressing environmental issues (e.g., climate change, loss of biodiversity, availability of clean water, dependence on fossil fuels) are global issues. To solve the socio-economic, political and ecological problems that are at the roots of our environmental problems we need globally educated and environmentally literate citizens and leaders.
- Technology can be used as a tool for internationalizing the curriculum, although it should not be seen as a substitute for an immersion experience (ACE/AT&T Award: Technology as a Tool for Internationalization).
- Kofi Annan, Secretary General of the United Nations, has observed that the challenges of our world today are “problems without passports” for which we need “blueprints without borders.”(1998)
- Calls for increased internationalization have come from all the major higher education associations—American Council on Education, NASULGC, AASCU, AAC&U, AAHE.
- From the NASULGC Task Force on International Education: “Internationalization is not the latest academic fad, nor is it a single add-on to existing practice. It is the single most important leadership challenge of the new century. NASULGC presidents and chancellors have both the responsibility and the capacity to take up the challenge and to create the new global university.” (p. ix, October 2004)
- In surveys of the public, 70% think that education abroad should be encouraged or required, but the national average is 3%. (NASULGC Task Force Report). This report also summarizes the enrollment in foreign languages (down from 16% in the 1960's to 9% today), and decline in institutions that have foreign language requirements (almost 90% in 1965 to 66% today), and international students on campus (slowing from 5% per year growth in less than 1% in 2003).

Frequently Asked Questions

A). Money--Is it fair to ask students to pay for this experience?

- A semester abroad, a Winterim or Summer term abroad, or a Service-Learning abroad experience will add to the cost of attendance, and is different from what takes place at other UW- System universities. Yes, it is fair. We can all think of examples in higher education where costs for particular programs vary – a pharmacy major spends much more on textbooks than a computer science major does. A music performance major spends a differing amount on instruments and private lessons than does non-music major. This is a value-added academic experience, and in that sense is fair.

B). Is there precedent within UW System for a particular campus requiring students to pay more than they would at a different UW System university?

- Yes – within UW-System, there are examples close at hand:
 - UW-Stout requires all its students to have a laptop computer. They pay fees for a laptop though the entire period of their enrollment, which, over the course of their undergraduate career, adds several thousands of dollars to their degree program.
 - UW-LaCrosse has raised its tuition for some degree programs above what the UW-System has set.
 - At UWEC, this would be a single experience over the course of an undergraduate degree program, not an annual expense.

- For those students who receive federal and/or state financial aid, the aid is attached to the cost of attendance in a given semester, so in a given semester with higher cost of attendance (as with a study abroad semester), student federal and state aid increases.
- Additionally, the State of Wisconsin provides (currently) over \$80,000 annually for need-based study abroad scholarship to UWEC students, an amount which is likely to increase.

C). How can we help students afford this?

- We want to provide some financial support to each student to offset costs related to this requirement. Estimating \$1,000 for each student, we would require \$2,000,000 annually from UW-Eau Claire Foundation.
- Working with UW-Eau Claire Foundation, we can develop funding to meet the financial needs associated with this challenge. There are multiple corporate and other sources we can turn to develop this financial support.
- Being distinctive will enhance our institution's profile, and that will assist us in garnering external corporate, private, and foundation support for this initiative.
- This distinction will additionally enhance the national esteem accorded to our graduates, and this preparation will assist them in becoming more successful post-graduation.

D). Will each program have the same cost?

- No -- As with our current study abroad offerings, costs will vary among programs. For example, a 3-week Winterim Service-Learning program in a low-economy nation will cost less than a semester abroad in a high cost, western European nation. Students will have many options available to them, among them, low cost options. We remain committed to low-cost, high quality education abroad.

E). Time toward degree – will this lengthen a student's career at UW-Eau Claire?

- Not with appropriate planning. One campus goal is to establish greater intentionality in our undergraduate education. Planning an international education experience into the degree program will be a component of that intentionality.
- Students will have chosen UWEC with the intent of studying abroad. They will know this is an expectation, and will plan accordingly, as they currently do for other graduation requirements, e.g. Service-Learning.
- With appropriate planning, and adequate options available to students for experiences abroad, this requirement will allow students to graduate on time.

F). Will this affect enrollment management?

- Yes, surely. Students who had never considered UWEC will apply, and students who do not wish to participate in an international education experience will not apply.
- This will result in a shift of the students seeking to enter UWEC. Our students will be those who are actively seeking an institution that can promise them that when they graduate, they will have had serious preparation to be the global citizens and leaders that we are striving to educate.
- We will be attracting a different set of students. Based on the experience of Goucher College – the only US institution (a private college) to establish this requirement -- we can expect the average GPA of applicants and the number of applications to increase.

- We will have distinguished ourselves from the rest of the UW pack in a significant way. Certainly some students in Wisconsin will not want this experience – for those students, there are many other options for higher education in the UW-System, including the flagship institution.
- Impact on campus – how will it affect class size here if we have 2,000 students abroad each year? Smaller class sizes.
- It will also require our academic departments to become more active in establishing course equivalencies with partner schools abroad – but this effort is already underway, is ongoing, and will be continuing in any event.

G). Are you guys serious -- every student?

- Yes, we expect that every student will attend UWEC and graduate with an international education experience.
- Recognizing that as the **expectation**, we know that there will be some exceptions. There are some exceptions to every rule. And we can anticipate that some exceptions will have to be made, as well as some particular accommodations for special needs cases, and for unusual situations.
- But we intend an international education experience to be part of our curriculum, because we regard it as integral to a true liberal arts education.
- When certain cases arise that preclude certain students from studying abroad, we will have a system in place by which they may petition to have the requirement waived, or met in an alternate manner.
- If a student does not wish to study abroad, he or she should attend another institution at which international study is not a degree requirement.

H). What are we talking about in terms of numbers? What's our capacity, and do we have what it takes to mobilize 2,000 students/year (we are currently moving approximately 500/year)?

- We do not have that capacity, yet. But we can develop it in a planned and staged manner. If we implement this for the incoming class of 2012, we have time to plan and prepare for this.
- It will mean we re-tool our international programs, and provide not only more, but also different opportunities. Those would include more faculty-led programs, more short-term programs, and more Service-Learning and internship abroad programs.

I). How we can develop capacity more fully?

- Strategically align ourselves with one or more major study abroad program providers. Excellent possibilities exist for us to become involved with organizations that can provide study abroad programs, with student scholarship opportunities, and faculty leadership opportunities for UW-EC.
- Develop strong partnerships with national education organizations abroad to provide integrated study, service, and research opportunities for our students and faculty. Some examples of sites where we are currently poised to develop these, and which will add breadth to our current geographic representation and depth to our curricular program offerings, include Mongolia (Global Leadership Foundation), Botswana (University of Gaborone, in particular their Colleges of Public Health/Nursing, and Education), Costa Rica/Nicaragua, and Vietnam.
- Develop deeper relationships with major exchange organizations, e.g. join ISEP in a complete partnership, allowing larger numbers of international students to enter UWEC, and simultaneously allowing greater outbound traffic from UWEC (our current status with ISEP does not allow inbound traffic.)

- Pursue funding opportunities for capacity building such as the new Senator Paul Simon Study Abroad Foundation Act federal funding . The College of Business has received a federal grant from the Department of Education under the Business and International Education (BIE) program. The grant, authored by Dr. Rama Yelkur is titled “Partnerships in International Education”, and spans over a two year period, 2007-2009. This project was ranked among the top ten BIE program applications nationally. This funding will be used to enhance the global content of the College of Business curriculum, provide professional development activities faculty, provide international internships for students, and to establish the Northern Wisconsin International Trade Association on the UW-Eau Claire campus.
- Expand faculty–led Service-Learning and Study Abroad programs, including summer programs and winterim. An international education graduation requirement would have positive impact on faculty and staff, involving them more fully in global teaching and learning opportunities.
- Bruce Lo recently traveled abroad to China and Hong Kong. He received a proposal from the President of the Hong Kong Institute of Technology who would like to fund up to six "Study Abroad" Cadetships for UW-Eau Claire junior or senior students to spend one semester at their Institute. They would fund their travel costs (or equivalent) and provide accommodation at their dormitories. In return, our students will live among their students to help improve the English language skills of the local students, teaching formal and/or informal English classes/tutorials. Our students who are there, may take some of their courses (many of their courses are from Southern Cross University in Australia, with whom we have an exchange agree; so many of the equivalences have already been establish.) Although the number is small, but this certainly can contribute towards our "internationalization" goal. In addition to these cadetships, they are also interested in sending students here or accepting other study abroad students from us. We know that there are lots of such opportunities out there for us to consider -- what we have proposed is not unachievable.

J). Why should we do this?

- It would better enable us to recruit **top faculty**.
- It enhances and builds upon **existing institutional strengths** that are nationally recognized.
- It is **distinctive** – today. In a few years, it will have been done by other public universities. But we are poised now to move boldly ahead and become the first public university in the United States to establish this as a graduation requirement.
- **Globalization** – with its negative as well as its positive connotations -- is not something that is about to happen. It is here, it is now, and it is today’s world. The US is woefully behind the game in preparing our students for global engagement and leadership. This is not the time to be a follower – this is the time to be a leader.
- **UWEC** – its students, its faculty/staff, are qualitatively as able to deliver and meet this challenge as any university in the state, the region, maybe even the United States. We can do this, and is so doing, prepare our graduates for the future, not just the present.
- **We do not want to fail our students.** Some of our Student Senators are planning to introduce a measure in the fall to establish a study abroad graduation requirement. We do not want to do less for our students than what **they** think we are capable of.
- The **Student Senate** is looking at the University of Texas System model of funding international education for undergraduate programs. This model has students taxing themselves in order to develop funding for US students to study abroad. In Texas, that initiative (nearly 15 years old) also funds, in part, international students from geographic regions that are underrepresented. That is not yet a goal of our Student Senate, but it is something they are aware of and looking at.

- The **current state of our international programs** allows us, more than any other public university in the state of Wisconsin, to set this major challenge for ourselves, and rise to it. We can prepare our students to live in, to compete in, and to succeed in a much different world than the one we grew up in.
- This will serve the needs of the next generation of young American leaders. That is really what higher education in the United States is all about.

Current Page

- Outstanding CIE base
- Outstanding International Partners
- Outstanding experiential programs
- Outstanding current area studies: LAS, Eastern European
- Student interest
 - Student Senate proposal to require an international education experience.
 - Student organizations (such as AIESEC) can be major players in providing students with international internships
- Faculty/Staff support
- Foundation support
- Increasing scholarships—could be tip of the iceberg and can “snowball”
- Faculty are asking for renewal, the ability to rethink the curriculum around multidisciplinary perspectives and a renewal of the liberal arts tradition
- Leadership favors internationalizing

How to “Get to the Other Page”

- Internationalization needs to be included in the GE revision discussions.
- Curricular changes need to be addressed by work group 2.
 - Ensuring satisfactory progress towards degree inclusive of an international experience.
 - Two required interdisciplinary courses for freshmen.
- Foundation capital support:
 - Establishing the Center for Global Studies
 - Establishing the Institute for Environmental Studies and Stewardship
 - Financial assistance for study abroad
- Assess staffing needs relative for internationalization
- Stronger support for student organizations
 - Model UN Club
 - Society of Politics
 - AIESEC
- Also see “Frequently Asked Questions,” especially items **H** and **I**.