

# CHARRETTE COMMENTS

## Group #1 – Preparing Global Leaders

### 1. Every UW-Eau Claire graduate will have an international experience

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- How can we make sure UWEC students on campus interact more with the international students who are already here every semester? Often I see international students separated from American students during their free time, so both Americans and internationals would benefit from being together more while they are here. How many American students who go on our study abroad programs meet more than two native people from the country they visit?
  - As a peer guide, I introduce international students to this campus. I agree COMPLETELY! The study abroad experience isn't about the place – the learning comes from meeting the people!
  - Well said!
  - I agree but have no answers!
- Please do not close opportunities for students who wish to study abroad in countries that our university does not offer. Latin American programs must expand as many countries offer diverse, affordable, unforgettable experiences.
- Will funding be available to help students afford an international experience – or will we be reducing inclusiveness and diversity on campus by attractive students who can afford to go abroad?
  - Many students come from small rural communities, so the purpose of broadening perspectives could happen close to home.
- A bold, ambitious idea for which committee should be commended!
- How about promoting alternative spring and winter breaks in diverse places within the U.S.?
- I like this idea but don't feel it's realistic. Our student population would change dramatically. Many have not been out of WI/MN and this would be too big a step for that type of student.
- Look at cultural experiences with the U.S. as well...maybe 'either or' experience...this will need great flexibility to be realistic...not all students will or should get the same experience. Some will get more from a cultural experience in the U.S....different needs.
- This will likely change the type of students we attract and turn away. Advance planning for recruiting these "global" "high ability" students (dollars attached) is needed. The cost of recruiting a high ability student is much more than our average student.
  - Not just increased cost, but is this really the group we want to target? What about increased diversity?
- It was great to see that "Time to Degree Completion" was addressed. Departments will have to take an active role in providing room in their programs to accomplish this.

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- Is the administration prepared to reallocate the resources such a program will likely need?
- What about professional preparation programs that are time intensive (pre-determined, largely inflexible programs) and tied to State license requirements? What provisions can we make to also require these students to seek international experiences?
  - An international experience does not necessarily mean traditional “study abroad”.
- Keep it affordable for those who don't qualify for financial aid yet gets no parental support and must work long hours.
  - Definitely!!! This is a huge segment of our student body, I think.
  - Must provide scholarships/need base aid for students!1`
- Seems like this would narrow the student base we would attract because of the cost.
- Is there a middle ground between no international experience and a semester abroad for student winter athletics – a difficult requirement for a complete semester?
- How do we assess if these experiences are all positive placements?
  - Yes...A bad international experience certainly wouldn't be in a student's best interest.
- Could a shorter international (2-3 weeks with home stay) or experience with a vulnerable population here in states work for students who don't want to or can't afford it? Would those types of experiences also provide another option for professional programs with licensing issues where students can't take degree-related course abroad?
- Out-of-culture experiences right in USA or even here in Wisconsin could give a better experience than a semester in “white-middle-class” Australia or England?
  - Yes! A four-fold increase seems attainable.
  - I totally agree.
  - If all students go to few sites what will the experience be like?
  - I would agree with this statement!!!
  - Yes, and only if there are creative options.
  - Absolutely, I agree. I'm not sure “an international experience” is always the best learning experience that we could help students make of it.
- Just throwing the students to overseas does not guarantee that they will have a meaningful experience. We need to think about curricular that will prepare our students for such experience, i.e., courses they might take after they return from their oversea experience to discuss their experience.
- Our current program is successful because it is selective with regard to study abroad sites. Can we find enough good study abroad sites for 10,500 or so students!
- A mandatory course the semester before travel that will help the student to make the most of their abroad experience.
  - I like this idea.

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- What about students with children and spouses? If this had been a requirement when I was an undergraduate I would have gone elsewhere because of my family situation.
- A four-fold increase seems attainable.
- Are there other ways to stand out as a campus?
  - Why not build on a recognized strength and make a bold move?
- Who will convince the parents? Many students do after one or two years. Parents may not send their kids here.
- This idea – a good one, until you really think about it. I like the spirit of the idea BUT .are you kidding me? Let's not try to be a private school. We're trying to recruit diverse students (students of color and low income) – this will scare them away. We do great encouraging students to go abroad, why require it? Wouldn't it be great if we could boast that 90 to 95% of our students go abroad AND it's not required? Wow! Going abroad is a privilege and an honor – there are students who should not go abroad. You can still fundraise for this initiative and if you offer a lot of financial support for students to have this experience – numbers of students participating will rise. Many students have never been out of state, on a plane, let alone abroad and you want to make this a requirement? Please think again. Are you really going to make veterans who served abroad, non-traditionals who work attend school and have families do this? What about our international degree seeking students? They are abroad. Take a look at some of the other proposals – they address things that will attract great students and faculty and prepare students to be global leaders.
  - I love this idea. If we can figure out how to be the private college at a public university price, we will be fulfilling an important mission – making international experiences available to people from working class backgrounds.
- I think we can encourage global thinking in a variety of ways.
  - Study abroad is only one
  - Host an international student
  - Follow a story from a variety of news sources from other countries to appreciate another perspective
  - Exposure to other religions
  - Do not make the study abroad experience mandatory – encourage it but consider other ways to help our students expand their appreciation of other cultures and perspectives.
- Have transfer students been considered?
- Perhaps have alternatives available along with international experience like volunteer work might be a good option.
- Also, for my major it would be super difficult. 150 required credits to sit for the CPA. If I go abroad plus do an internship, I could be here 6 years!
- Won't this limit the application of the “normal kid”? College already costs enough...how can we force “study abroad”?

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- Great idea! BUT how do we implement??? What about the following:
  - Student???
  - Underprivileged backgrounds
  - Low income backgrounds (feel discouraged and not apply to UWEC)
  - Students with low GPAs
  - Students on disciplinary action
  - Students with families (non-traditional students)
  - Students who have disabilities
  - And on and on!!

What if we strongly encourage students BUT it isn't mandatory?

- Making study abroad mandatory...have you thought about the students that might leave...and do their last year elsewhere so they don't have to do the study abroad...because of finances, time, etc.
- Powerful experiences drive learning and sometimes change. John Dewey stated that "we do not learn from experience-rather we learn from "PROCESSING" those experiences". Without deep conversation, insight and connections – overseas is nice. We need to think systematically about connecting this to "intentional teaching and learning" if we are to get our dollars worth of learning from those experiences. (What we have NOT done with service learning).
- What are the learning goals and is this proposal the only way to achieve them?
- Wow. Sounds great on the surface, but...
  - Is there solid empirical evidence (longitudinal) to support the efficacy of international study in preparing "global leaders?" Can three weeks make a truly appreciable difference? What's the evidence?
  - I'm a UW-EC alum (current faculty member). I would not have wanted to go anywhere else, because this school had the music program in the state. But! if this requirement had been in place, it would automatically have excluded me from enrolling here. My parents made just "too much" for me to qualify for Pell grants and would not have been able to (and didn't) pay for me to study abroad. I would hate to see us close the door on students like myself. Let's think carefully about this. I wouldn't trade my UWEC education for anything. Would you trade me?
  - By requiring mandatory study abroad, I think we will be decreasing our accessibility and desirability to some of the very diverse students we are so interested in attracting. Low-income, first-generation, ethnically diverse.
  - I agree with the above. Well put.
  - Yes.
- How will we guarantee accessibility for students with disabilities? Laws regarding access vary greatly around the world. If we require an international experience we will need to assure students that we will be able to provide required accommodations. As an example – would we hire/pay for an interpreter for a deaf student in China? Would that interpreter be qualified in American Sign Language? Chinese? Both?
  - This would be very difficult for low-income students. The establishment of such a policy might discourage them from even applying to UW-Eau Claire.
  - AMEN!

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- Obviously, exceptions will have to be made. They always are.
- Sounds like a good plan as long as it stays affordable. What about the non-trationals with families and job??? (Everyone???)
- In theory, it's a great idea, but it would add another semester to most of my student's education. Also, who will pay??? I could only afford to go abroad for three and a half weeks when I was in college. What about people with medical needs or family obligations (especially if we are trying to expand to a more non-traditional population)? It doesn't seem practical – with tuition just paying for school at UWEC is a hardship for some. IDEAS. The purpose of international study is to help broaden the student's perspective – we have a broad array of diversity even in this country. Send the country girl to the city for an urban experience; send the privileged kid to the free clinic to have real conversations with someone who is different from them. Bring MORE diversity TO UWEC and more global awareness to issues in the classroom. While I STRONGLY ENCOURAGE study abroad to all my students, I am sensitive to barriers I've described here and don't think it should be made "mandatory."
  - Yes.
- I'm not convinced that leaving the country is necessary. We have diverse cultures, not in Eau Claire, but they can be found.
- If this requirement is passed, will the university fund the trip or guarantee that the cost will not exceed that of a semester at UWEC?
- What about the diverse cultures close to home? Many people are not always in a situation that would allow them to do this, i.e. working mothers, people with jobs, even people involved in campus organizations. Could cultural experiences come from the places close to home that students could experience this opportunity, i.e., American Indian reservations, inner city foundations, etc?
- IF students actually process the experience in focused, international ways – spring break in Cancun?
- Out of all of the ideas, this is the strongest, and the one which would help students the most!
- Given that study abroad is generally more expensive than a regular semester's tuition and that funding for the UW System is decreasing, where will these funds come from? If this is passed, what areas would decrease funding in order to accommodate this? Other than funding, this is a very good idea.
- Alternative experiences need to be included in the "requirement". As many have said, cost is a consideration for the individual student, as well as for the institution. (Where will the positions and dollars come from to staff the Center for International Education? Will teaching positions be cut because 2,000 students will be out of the country rather than taking classes here?) The National Student Exchange Program provides an affordable, variable option right now. It would not make sense to eliminate this culturally diverse option.
  - What about all the other offices!!!

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- This does not take into account the non-traditional students who may have life obligations that prevent them from doing this. Promote, but don't require.
- Should be taught how a student-individual can help mankind, build a better world we have to learn to get along, learn from other countries.
- The university has been doing a great job of encouraging students to study abroad and through this, have been able to obtain the high levels of students actually doing it. We don't need to make it a requirement. There are many reasons that over 70% of our university doesn't study abroad, and I doubt it is because they don't realize how good it is. Even if \$2,000,000 will be available to fund it in its first stages, I highly doubt this flow of cash will continue and I have a great fear that the cost will be passed onto our tuition bills. I don't believe enough has been done to consider the impact this might have on student enrollment (more specifically if non-traditional students) as well as the financial implications. With so much money going to this program where will funding dry up? We cannot seek increased state funding or increased tuition for this cause.
- We could become the University that "provides" an international education and the means to achieve it, we would likely increase the number of students who would want to come here. If we craft this notion well, it could become the next thing EC does for Excellence that is out ahead of our sister institutions.
- You need to help develop an appreciation of other "alternative" views. International experiences are not the only way to do this. For example: cultural geography (Geog 188) course.
- I'm completely on board with emphasizing an international. Experience, but am against graduation requirements. I would love to go abroad, but it would force me to lose my senate seat, make me lose leadership position in other organizations and lose out on half of the forensic season (Dylan Jambrek)
- First, let me say that I really like the idea of having UWEC as an institution where every student has a study abroad or international experience. Since more of our students are from Wisconsin or Minnesota, they likely have not had many opportunities to experience other cultures. It is, however, important to provide several options to them for completing this requirement (if we do make it a requirement). Not all of them will be able to spend an entire semester abroad. I believe that we will have to create some additional programs that are shorter in nature and less expensive in cost. I have you have recognized this in your report, but it will take a lot of work and time to implement these. Do we have the capability of doing this?
- UWEC is a regional university and, even if we go with this program which will likely attract students from a broader area of the US, I think we still have an obligation to serve students from our geographical area. Many of those students come from small towns and their family incomes are not high. In addition, some students would be non-traditional students with families and jobs in the community.
- I also want to address the cost factor. I don't think that \$2 million on an annual basis from the Foundation will be easy to obtain. Does the Foundation think it can either raise or provide this amount of money on an ongoing basis each year a serious conversation

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must also be held with our own Financial Aid office since many students are already maximizing their federal loans and will need to take out more private loans? Almost half of our current students are eligible for need-based aid.

- I don't want to make UWEC a "private" college within a public university system where only those who can afford it can attend. However I think that this proposal is very exciting and would truly make us distinctive. I would strongly encourage us to keep working on this idea to see if we can make it work in a way that still benefits the students that I feel we have an obligation to serve.
- No to study abroad for all – it would erode our efforts to diversify our student body!
- Some students strongly disagree that the International Education office is "outstanding." Check this out before planning a whole new layer of planning
- Think about the populations we should be serving: consider racial, economic, and able-bodied concerns. Why would we want to exclude those students in our recruitment efforts? E2 sounds elitist! (Service-Learning is much more accessible to all than a semester abroad).
- It's a great opportunity but we should never require it.
- "Distinction" should not be our goal here.
- The Transforming Learning recommendation regarding Immersion Experience is much more practical, diverse, and welcoming than this very narrow requirement.
- The idea that all non-traditional students would be in a position to attend a full semester study abroad programs is not feasible. The majority of non-traditional students at UW-Eau Claire are working part-time to full-time while attending classes and also caring for families—young children or aging parents. It would seem more likely that this population of student would be allowed a waiver to attend a program of a new cultural experience within the United States and within a shorter period of time that would not be within the realm of "doable" with both families and employment commitments. Certainly for a displaced farmer or homemaker, an experience outside that of their hometown would be defined as a new cultural experience. Perhaps working on rebuilding a home in New Orleans or working with inner-city children in Milwaukee would provide them with a much broader context of culture experience and life. In reality, the majority of these students will remain in the Chippewa Valley to live and work. The statement "students who do not wish to participate in an international experience will not apply (to UW-Eau Claire)" alarms me. We cannot become an elitist school who does not even recognize the number of people living right in our community who have no other option but to apply to UW-Eau Claire. How are these people going to better themselves and attain a higher level of education and employment if the university right in their own community is out of reach?

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- There seems to be an assumption that having an international experience will result in being prepared to be a global leader. However, many of our existing programs do not even result in preliminary preparation for global leadership – why should we think that increasing the numbers of participants will produce more leaders. Rather than increasing the numbers of participants, we may want to: 1) increase the quality of international experiences, and 2) increase the transparency/intentionality of international programs (and their goals), 3) concentrate on developing the skills that global leaders need/ought to possess. Many of our current programs involve students traveling in cohorts. In my experience, these do not result in much interaction and experience with host countries with host nationals – is there any assessment data that would suggest that many of these students gain either leadership skills or skills interacting within/understanding other cultures? Students in current programs are self-selected rather than required to participate – and yet many report spending their experience drinking and partying – wouldn't the numbers of these students increase with embarrassing the U.S./U.S. universities in terms of how we are represented abroad? Our money/energy might be much better spent trying to develop programs that encourage the critical thinking necessary to be successful while on study abroad programs – getting students to figure out how they can capitalize on their opportunities AND in developing successful/productive re-entry programs where students figure out what they have gained from their experience and how they can/should apply and further develop it.

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## Group #1 – Preparing Global Leaders

2. Internationalization of campus
    - a. Diversify students, faculty, and staff
    - b. Develop an interdisciplinary global curriculum
    - c. Integrate international perspectives into curriculum
    - d. Support international exchanges for faculty and staff
    - e. Develop international partnerships, especially with critical global areas
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- We seem to be assuming that international experience leads to global leadership. What evidence exists to support this assumption?
  - Great question.
- Access/Equity: We provide lots of services for students of learning and physical disabilities. How will their needs be accommodated abroad? Quite an infrastructure will need to be built to check on this.
- Psychological “Red Flags”. At present some psychologically unstable students are prevented from studying abroad for good reasons. Can this requirement be waived if students are flagged?
- Myriad multicultural experiences exist within the U.S. We should work to foster these experiences and tie students to the local as well.
- Can this be tied into the service learning requirement? Can this be an out-of-cultural experience in the USA or abroad?
  - Yes.
- Can we look at the asset aspects for students of color? Would this attract more? Students who are domestically diverse have many cultural experiences. What they don't have are international experiences. I suggest coming together with a group of diverse faculty, staff, and students to vet the domestic/international question. (D.C. Watson)
- How to get over the “critical mass” of more diverse students, faculty and staff??
- “Leadership” at times is used the way “freedom” is used in political rhetoric. Do we have a way to assess (something we're always asked to be conscious of) the study abroad's effect on individual student's leadership abilities? Will there be a pre-study abroad and post-student abroad measurement of this difficult to gauge quality? And can we define it in a more concrete, measureable manner, despite the fact that we all seem to know that we're talking about (or assume that)?

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- Remember that “diversity” isn’t just about U.S. minorities. Let’s work to attract intelligent, hard-working, people of good will from all over the world to one campus – or take our programs to them.
  - True
  - Also, not only U.S. minorities – what about U.S. multicultural differences (West, South, New England, and Northeast NY/NJ)....
    - Yes.
- Don’t get me wrong – diversity is important, but it isn’t critical. When I decided on UWEC, I didn’t consider whether my university was “diverse.” I looked at the quality of the education, and the opportunities available there. Two weeks ago, I was at the Freshman Picnic with some international students. There was a photographer there – from the university I presume - and he was taking pictures of people/things) fun. When he spotted me (white) and my three friends (one from Mexico, one from South Korea and one from India), I felt like a celebrity. From 30 feet away I could feel the photographer was focused on us. Instead of snapping a few shots like he did with most subjects he clicked on and on for about a minute. Why? We all know! My point with this true story is that the university needs to accept it isn’t “diverse” in every way. Yet, we try to make ourselves as such. There is so much more to this university than diversity. So many other things, both good and bad that deserve more attention! Quit wasting time, energy and money! Becoming “diverse” isn’t like losing a few pounds it is like trying to change the structure of your hips. We need to accept it and move on, and if other people (prospective students, staff, etc.) don’t like our “hips” they can go someplace else.
  - Poignantly stated!
- (c-integrate international into curriculum): absolutely!
- (d-support international exchanges for faculty/staff) I’d love to serve abroad! (library staff)
- Administrative costs—increased staffing in financial aid, CIE, housing and registrar—need to be included in the cost of this initiative. The actual costs (including travel and fees) should be discussed for all current study abroad programs so that we have an idea of future costs.
- I think it is crucial to develop an international business major, instead of just the minor. There is a wanting of this from students I have talked to.
- Take a “holistic” approach by incorporating international issues etc. into everyone’s syllabus.
- Cost: I see money mentioned in several groups and within this one s well. I realize that money is always an issue but citing cost as a reason not to or to be hesitant about implementing change is a total cop out in most cases. Change the experience, prepare global leaders is a huge amount of work. For it to work is scary and costly but to truly make major changes, cost should not be the issue. .
  - If study abroad were required – costs would decrease!

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- I think that we need to remember that there are several non-traditional students that may not be able to leave for even two weeks. Many of us have young children, full time jobs, elderly parents, and medical issues that don't allow us the time to leave the country even for the shortest amount of time. It's not that we don't want to participate – we are just unable to leave our lives and our circumstances behind. I think there needs to be more alternatives to allow the non-traditional students to continue to attend UWEC – alternatives to the study abroad. You can't forget that we add diversity to this campus and you shouldn't shut the door on us. (Trisha Edwards)
  - Agreed – non-trationals are not often considered!
- We need to emphasize attracting a more diverse population of students through many different programs (some existing—need more publicity—and some new initiatives).
- As a new faculty member coming from a very multi-cultural city, I really don't think that UWEC is as barren as many people seem to make it seem with respect to diversity. That said, I'm not sure forcing the issue is the correct approach. Yes, making it easier for international and minority students to come to UWEC should be a priority, but actively recruiting I don't think gives "locals" a diverse experience. Get them out of EC even if it is an exchange to Chicago, NY, Los Angeles areas [YES!], that provide an immersive multicultural experience. International experience of course is also a way to accomplish this. Bringing in international students really does not get "locals" out of their "comfort zone" for lack of a better term.
  - Yes

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## Group #1 – Preparing Global Leaders

### 2. Internationalization of campus

- f. Create a Center for Global Studies
- g. Create an Institute for Environmental Studies and Stewardship to partner With Center for Global Studies
- h. Foster interdisciplinary efforts

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- (2.h.) See my comments under Group 2, #1 – “Fostering international efforts” are a nice idea, but the SILO’s and academic purist of some (especially in Arts & Sciences) have made this difficult – how can that culture be changed?
  - How about a program like National Exchange but you work on humanitarian efforts in a peer area for up to a semester and earn up to 15 credits in a GE category?
  - Suppose a non-traditional, low-income parent of two were wondering how to get an international experience. While going abroad is the obvious first choice, a second alternative might be to have an option to fulfill the requirement by hosting an international student for a period of time in one’s home. Imagine having a student from India or Nigeria living in one’s home for a semester! What could be a more eye-opening international experience than that? (Ned Beach, Philosophy and Religious Studies)
    - Great idea!
    - A great suggestion – foregrounds goals of such an experience in a create way. (Kate Hale, English)
  - Interdisciplinary efforts seem already “competitive.” If you aren’t from the Liberal Arts, then your “discipline” is considered non-existent. (S. McIntyre, C&I)
    - Amen.
    - Then why is Liberal Arts underfunded in relation to Business, Nursing, etc.?
    - It depends on your view. I think of all of us as “from” the liberal arts in terms of our own education and continuing quest for knowledge in our own lives. (Kate Hale, English)
  - Interdisciplinary efforts should include disability studies. Everyone is either an illness or accident away from a disability. How can we, as a university, prepare our students to deal with their own disabilities and what it means for them as they live their lives and careers with others who have various disabilities?
  - No better way to learn about oneself than to get out of town and out of familiar territory. [Even out of Wisconsin!]. However, for professional programs (e.g., education, nursing, etc.) the “mandatory must do” of #1=more time to degree. Although there are efforts to student teach abroad and few placements, the reality is that few education courses transfer back to State-mandated certification programs. A competing set of missions: UWEC-prepare global leaders vs. WI-prepare teachers for Wisconsin. S. McIntyre, C&I.
    - Maybe it will force us to rethink how we’ve always done things. Find new ways to make this work.

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- More short-term options, either abroad or with vulnerable populations would help nurses do this too.
- Will students flock to only English-speaking countries, or limit themselves to speaking and working only in a comfortable English-speaking setting when abroad, or should some greater emphasis be placed on acquiring a local language (and not always necessarily the official or dominant one in some countries with international division along ethnic, linguistic racial, economic or other lines)?
- Our missionaries from church offer global perspectives and needs and resources to be sensitively informed and are available at our libraries. Perhaps bridging with established faiths in the community for reports on needs and conditions and sponsoring of educational opportunities?
- I like the idea of the Institute of Environmental Studies.
- A Center for Global Studies? Institute for Environmental Studies & Stewardship? Institute for International Studies? Are all of these going to require administrators? Will these be faculty doing “extras” without extra pay?
- Talk to departments who are already doing this and have been doing this for years.
  - Amen!
  - I agree!
- How will our push for global leaders and international experience impact the Wisconsin brain drain?
- There’s no shortage of multicultural experience here in the U.S. This suggestion is too rigidly prescribed. It’s paternalistic. Allow students options on home soil, in diverse subcultures.
- Great idea, but let’s think about all our students and different populations. Knowing the U.S. is a good step for some.
- All education needs context: learn geography, history, literature *before* going abroad. Don’t require passports.
- Logistically, to counter the students on an adventure, bring international students here in exchange and tie to the equity/diversity group’s ideas.
- We can prepare global leaders without international mandated studies. I firmly believe in 2(g)—Create Institute for Environmental Studies and Stewardship to partner with Center for Global Studies. We should start local then expand. We have more than enough learning opportunities in the U.S. Let’s try to get a grasp on the future of our planet; get students exposed to multi-cultural experiences in the U.S. first.

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## Group #1 – Preparing Global Leaders

### 3. A physical home for Global and Environmental Studies

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- Space is a challenge ... for everyone on campus. When will there be a building replacement for Brewer? More plug-ins will track us towards at least communicating with others outside UW-EC.
- First we need a home for Latin American Studies!
  - I agree!!
- A great idea! Especially the Environmental Studies Center. Would mesh very well with other initiatives—e.g., interdisciplinary studies institute.
- The Environmental Studies idea seems like a non-sequitor here. It muddies the idea. Belongs somewhere but not here.
- Are global experiences really compatible with environmental in terms of focus of one center?
  - In the same line of questioning, is sending so many so far in line with an emphasis on conservation or the environment?
    - It does take a lot of fossil fuel to send students abroad, so it would be important to have environmental education a part of any study abroad experience. Once center could not handle both easily, from what I can tell. Many environmental issues are local and going abroad often makes a person think about his/her local area back home in a different way.
    - Precisely what I've been contemplating: how would increasing UW-EC's use of jet fuel affect our global carbon footprint?
      - Good question!
- Could we offer multilingual training for faculty/staff so they can communicate more effectively with an international student population?
- Using the campus as a doorway to the world is an advantage to all students. I wholeheartedly support your efforts.
- This should be a pressing issue and priority. Jet fuel is an issue. I say we start *within* first, then expand to the U.S.
- Can National Student Exchange (NSE)-like experience count towards this?
- It appears all you need to do is hang on Water Street on Fridays to get your idea put forth with administrative support.
  - Not sure how this fits.

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- I'm aware that the global aspect of Environmental Studies was discussed prominently early on in this group. This item now seems to be an after thought, and not consistent with the thrust of this Work Group. Conversely I think we can train global leaders MORE effectively in such a campus initiative rather than sending all our students abroad (topic for another page...). I would hope to extract the home for Environmental Studies from this area and give it a separate category: a unique approach to developing global leaders. Our students can gain experience in leadership by dealing with local and remote projects. "Learn locally, act globally. In this way, a center for Global AND Environmental Studies has a bit of a mismatch in goals, doesn't it?"
  - Great idea!!!
- A downtown building? House on Summit (right side) just across bridge?
- Quantity does not equal quality.
  - a) What are we most concerned with?
  - b) The cost of maintaining such a requirement will take away from many other areas – which one?
  - c) Where do our faculty come in?
  - d) We already have a foreign language/culture requirement, perhaps it needs to be re-evaluated.
  - e) Why not start with just foreign language majors/minor (right now only required for ten programs) global studies minor, international studies minor.
  - f) Who takes responsibility for all these students and the dangers of being abroad?
  - g) Medical issues
  - h) Should we decide what courses the students take also?
  - i) If courses aren't the issue – what is? Vacation?
    - Yes, more so then we do now. The smorgasbord approach to GE doesn't work.

### **Additional Comments Submitted on-line:**

- It's pretty clear that there has been a lot of negative response to the proposals triggered specifically by the proposed enhanced role for the CIE. One way to defuse this is to create a different administrative structure for the internationalization efforts the campus makes, perhaps by using an office like ORSP to create, encourage and support both student and faculty exchange programs. To send more students abroad without also providing international experiences for faculty—which CIE has not done a good job of in the past--will not be effective.
- It is vital that an opportunity for students to gain a "cultural emersion" be provided that does not require mandated study abroad. Just going abroad DOES NOT automatically mean that the student will become a "global leader". There is more to leadership than that. I believe we would be unique if we said every student would have a CULTURAL EMERSION (a coming forth, coming to light, becoming apparent). This could be offered through either a carefully selected study abroad experience or a National Student Exchange experience to a culturally diverse area, an experience through a Tribal College, or even some type of "living locally" in our own Hmong community. These options would allow EVERYONE to participate and not 'turn away' those who are limited geographically or financially.

10/9/07