

ENVIRONMENTAL SCAN from Preparing Global Leaders Workgroup

Draft 1.0

STRENGTHS	WEAKNESSES
<p>Faculty, Staff & Management</p> <ul style="list-style-type: none"> • Strong, energetic leadership at university • Supportive faculty/staff; committed to international goals • Strong teaching and research 	<p>Faculty, Staff & Management</p> <ul style="list-style-type: none"> • Challenges in retention of faculty & staff • Lack of diversity—homogeneous university population • The Eau Claire way—being risk averse
<p>Students</p> <ul style="list-style-type: none"> • Very involved students; receptive and engaged • Amazing diversity in international students (130 students; 50 nations) • Good size campus—population wise (not too big or small) 	<p>Students</p> <ul style="list-style-type: none"> • Challenges in retention of students • Lack of diversity—homogeneous university population • Ability to attract a bigger mass of diverse students
<p>Community</p> <ul style="list-style-type: none"> • Relatively strong community connection 	<p>Community</p> <ul style="list-style-type: none"> • Relatively strong community connection • Uniform, homogeneous community in Upper Midwest • Lack of interest by university and greater community
<p>Curriculum</p> <ul style="list-style-type: none"> • Many interdisciplinary major, minor, and certificate programs: Global Studies; Latin American Studies; Women’s Studies; American Indian Studies; International Business Studies, Environmental, ESL • Variety of foreign languages: Japanese minor; Chinese (room for improvement); Russian (room for improvement) • Excellent field experience courses, some with international, content • Curriculum is strong • National and international internships. • Cultural Diversity and Foreign Language/Culture requirements 	<p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum deficient in some language areas, e.g. Asia, Middle East-Arabic, Farsi, Portuguese, Africa- focus is on modern languages • GE is too rigid dictated by student credit hours, FTE & teaching loads • Lack of appreciation for liberal arts education • Second language requirement not mandatory
<p>Programs & Activities</p> <ul style="list-style-type: none"> • Very active and robust study abroad program • Faculty/student collaborative; research and scholarship • Great Service Learning program (may help attract engaged students) • Curriculum is strong, but could improve by adding more courses • Active international education office, staff, and leadership; strong CIE 	<p>Programs & Activities</p> <ul style="list-style-type: none"> • Students are identifying costs as most significant factor in decision of NOT studying abroad • Lack of sufficient opportunities for our faculty to participate in international/global experiences
<p>Resources & Infrastructure</p> <ul style="list-style-type: none"> • Non-traditional student services and support 	<p>Resources & Infrastructure</p> <ul style="list-style-type: none"> • Lack of communication, integration, coordination, collaboration between departments and units—compartmentalized • Limited infrastructure as an institution—capacity is stretched (faculty/student collaborative research; CIE; & many departments) • Ability to keep morale high • Rigid class system (caste) at UWEC builds divisions/walls • No mechanism for collaboration between academic and student affairs • Limited resources in research activities

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<h2 style="text-align: center; color: blue;">OPPORTUNITIES</h2>	<h2 style="text-align: center; color: red;">THREATS</h2>
<p>Faculty, Staff & Management</p> <ul style="list-style-type: none"> • Increase opportunities for faculty to take part in international experiences • Reward faculty/staff for internationalizing the curriculum 	<p>Faculty, Staff & Management</p> <ul style="list-style-type: none"> • Losing faculty and staff to competing institutions
<p>Students</p> <ul style="list-style-type: none"> • Could improve participation in international/study abroad experiences • Increase number of international students (FLTA program; IIE seeks to lower tuition or increase tuition remission, scholarships) • Strengthen student societies & involve them in a teaching/leadership role 	<p>Students</p> <ul style="list-style-type: none"> • Losing students to competing institutions • Competing institutions may be more attractive to diverse students
<p>Community</p> <ul style="list-style-type: none"> • University establishes ongoing collaborations with international communities; interdisciplinary; ongoing exchanges; capstones 	<p>Community</p> <ul style="list-style-type: none"> • Mood in USA; anti-globalization in some sectors, very favorable in others; even government policies make it difficult • Challenge in demonstrating our uniqueness from Competing institutions
<p>Curriculum</p> <ul style="list-style-type: none"> • Establish an international education graduation requirement (perhaps build in financial support for all students/Foundation endowment) • Interdisciplinary curriculum or re-vamp general education (part of arts and sciences current curriculum efforts) and capstones courses. • First Year Experience integrates a “global unit” as part of First Year Seminar—can build on global learning community model • Advising initiatives to target excellence & curriculum integration focusing on freshman to provide roadmaps. • Find more internships for foreign students and find more internships for our students who study abroad or national internships that do business abroad • Students returning from internship/study abroad sign up for seminars to reinforce what was learned (energy/ environment/ sustainability, national/ international issues, social justice, public policy) 	<p>Curriculum</p> <ul style="list-style-type: none"> • There are more attractive international curricula elsewhere • Lacking a program that links to international/global leadership
<p>Programs & Activities</p> <ul style="list-style-type: none"> • Establishes ongoing collaborations with international communities, exchange; • Form Center of Environmental engagement, Stewardship, and Sustainability • Center for international /global studies with faculty board (business, political science, economics, foreign languages, etc.) • Centers for Peace, Human Rights, Community development, Economic • Have foreign university exchange students come here to teach their languages (languages we do not teach, yet need to add to our curriculum) to our students • Programming to attract and retain diverse students 	<p>Programs & Activities</p> <ul style="list-style-type: none"> • Students are identifying costs as most significant factor in decision of NOT studying abroad
<p>Resources & Infrastructure</p> <ul style="list-style-type: none"> • Earmark research money for international research, ORSP makes it a priority • Devote resources (new course incentive, release time, FTE) to fill gaps in global leadership or international areas • Dedicate time & resources to attract multicultural students to UWEC (OMA?) 	<p>Resources & Infrastructure</p> <ul style="list-style-type: none"> • Budget cuts, resources; Legislature does not respect higher education