

# ENVIRONMENTAL SCAN from Preparing Global Leaders Workgroup

Draft 1.0

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

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