



WMU Internationalization Initiative¹

Internationalizing the Student Experience: Preparing Students for a Globalized World

Frame: "Internationalizing the Student Experience: Preparing Students for a Globalized World"

Tagline: "Globalize Your Education"

A note on terminology:

- *Globalization*. There are both neutral and loaded definitions of the term "globalization." A common neutral one from Nobel Laureate Joseph Stiglitz is that globalization represents the "closer integration of the countries and peoples of the world which has been brought about by the enormous reduction of costs of transportation and communication, and the breaking down of artificial barriers to the flows of goods, services, capital, knowledge, and (to a lesser extent) people, across borders."² It is important to note, however, that for many globalization is not a neutral term and critics argue that it contributes to culture loss and increased inequality, among other concerns. While the critiques of globalization are important to recognize and understand, for our purposes, we should carefully stick to the neutral interpretation of the term.
- *Global engagement*. Often referred to as *internationalization* or, more strategically, *comprehensive internationalization*, global engagement is "a commitment, confirmed through action, to integrate international, global, and comparative perspectives throughout the teaching, research, and service missions of higher education."³ It is generally divided into emphases on *student mobility* and *internationalization at home*.
- A useful way to look at it is that *internationalizing* our university is how we respond to the impacts of *globalization* (understood neutrally) on our students and the society into which they will graduate.
- In general, it is wise to use these terms:
 - *global engagement*
 - *internationalization of the university*
 - *globalizing (or internationalizing) the student experience*
 - *global education*
 - *global learning*
- **Avoid** *globalization of education* or *globalization of WMU*.

¹ Prepared by the International Education Council of the Faculty Senate and the Haenicke Institute for Global Education, August 2015.

² Joseph E. Stiglitz. 2002. *Globalization and its Discontents*. New York: Norton.

³ John K. Hudzik and JoAnn S. McCarthy. 2012. *Leading Comprehensive Internationalization: Strategy and Tactics for Action*. NAFSA.

**Internationalizing the Student Experience:
Preparing Students for a Globalized World**

**Internationalization Initiative Comprised of Three Interrelated Components:
Study Abroad, International Students at WMU, and Internationalization at Home.**

Why:

The processes of globalization have irreversibly changed the world into one that is more integrated and interdependent. This is as true in southwest Michigan as it is in far-flung reaches of the globe. The ability to understand and thrive in that environment is essential for today's graduates.

Overview:

Western has a strong record in promoting "student mobility," that is, offering a wide array of study abroad programs around the world and attracting international students from approximately 100 countries. The initiative described herein seeks to build on that record by increasing and enhancing study abroad and international student recruitment and services while *internationalizing the educational experience of all students right here on our campus*. Thus, three elements comprise this initiative in comprehensive internationalization of our university:

- I. Study Abroad
- II. International Students at WMU
- III. Internationalization at Home

WMU has never systematically addressed internationalizing its campus in a comprehensive manner. Therefore, this initiative self-consciously emphasizes internationalization at home while maintaining and enhancing our efforts in promoting student mobility.

I. Study Abroad

One of the most important experiences students can have in broadening their world view and shaping their skills for operating in a global environment is study abroad. WMU has approximately 100 study abroad programs, many of them created and led by our own faculty. A major effort launched by President Diether Haenicke in 1994 provided a solid foundation for creating programs that give students this remarkable opportunity while allowing them to earn credit toward many major, minor and general education requirements.

1. Enrollments. In 2014, WMU joined Generation Study Abroad, a national initiative to increase study abroad enrollment at US universities. By joining, WMU committed itself to increasing study abroad participation by 50% over five years. Baseline undergraduate enrollment in 2014/15 was 471; thus, the 2019/20 target is 707.

2. Scholarships. One of the largest obstacles to studying abroad is cost. Increased availability of scholarships will encourage more students to take advantage of WMU's program while reducing student debt. We will seek donor contributions to a study abroad scholarship fund.
3. Advising and Marketing. Incorporate study abroad in Advising and Marketing Campaign (see III.9.)
4. Quality. Constantly review and assess the quality of our study abroad offerings.

II. International Students at WMU

International students are an important part of the WMU student body. They bring global perspectives into our classrooms, contribute to our research productivity, support our graduate programs, and add richness and diversity to campus life.

1. Enrollments. The terrain of international student recruitment is constantly changing. The Haenicke Institute will continue its active recruitment strategies around the globe in consultation with academic programs to increase enrollments. It will regularly assess the status of existing partnerships that bring international students to WMU and explore new partnerships as needed.
2. Integration of International Students. We seek to encourage more integration of international students into campus life and create more opportunities for international and domestic students to interact. Activities may include an expanded mentoring program in which advanced domestic undergraduate students mentor international students for a number of years. We will seek funding that will allow us to make international student activities (currently subsidized from international student fees) accessible to domestic students, thereby providing more opportunities for interaction between these groups. The emphasis will be on co-curricular and extra-curricular activities to broaden the scope of students' higher education experience.
3. Scholarships for International Students. A promising way to increase the diversity of international students to include those from low-income countries that do not figure prominently in enrollments in the US is to offer targeted scholarships. Increasing diversity builds on a WMU strength by attracting students from many countries, adds to overall enrollments as the pool of domestic students gets smaller, establishes a WMU reputation in a broader array of countries, and provides opportunities for US students to interact with students from all over the world.

III. Internationalization at home

WMU will increase the number of courses it offers with global content, both through the creation of new courses and by infusing global content into existing ones. Moreover, we will enhance the student co-curricular and extra-curricular experience to supplement formal study. And we will enable students to take better advantage of internships and service learning opportunities in Southwest Michigan, elsewhere in the US, and abroad with businesses and organizations that have a global imprint. The goal is to ensure that every student is globally engaged irrespective of whether they study abroad or not.

1. Global Learning Outcomes (GLOs): The College of Arts and Sciences has adopted a set of global learning outcomes to guide curriculum development, whether in the form of new courses, the

infusion of some global content into existing courses, or co-curricular activities. The IEC has proposed an MOA for university-wide GLOs. It is anticipated that the other academic colleges and each academic unit will adopt GLOs as appropriate for their areas of specialization. University and college GLOs should be used as guidelines, but each unit's GLOs should be specific to the programs they offer. It is expected that they will make strategic use of the general education and the co-curriculum to further global learning.

2. Curriculum Development: In order to bring more global content into the curriculum and co-curriculum, we will challenge faculty and staff to consistently upgrade their skills and experience. Both faculty and staff need to be globally aware to better serve a diverse student body and to reinforce in students' eyes that global engagement is an integral component of their education.
 - Develop workshops, learning communities, summer institutes, and incentives focused on curriculum development and global learning outcomes for units and faculty who commit themselves to increasing global content in instruction. A internationalized course will be defined as at least 33% with global content.
 - Design a "Signature" co-curriculum program in global engagement.
 - Participate in the general education revision process to ensure sufficient global content.
 - Develop mechanisms to:
 - offer opportunities for participation in seminars and workshops abroad and study abroad programs specifically for faculty and staff for those who commit themselves to increasing their global engagement in instruction and/or (in the case of faculty) research;
 - increase WMU faculty-led study abroad programs for faculty and staff; and
 - support faculty and staff who wish to become bilingual or upgrade their linguistic skills.
3. Internships and Service Learning Opportunities: The Haenicke Institute will pilot a program to work with academic colleges and units in developing internship and service learning opportunities with a global scope. These opportunities can be in Michigan, the US or abroad. Classroom learning is often insufficient; students need real world experience.
4. Assessment: Develop assessment tools to verify impacts of curriculum development.
5. Faculty Hiring: We will seek to add at least one new international faculty line each year, preferably in units where there is significant need to increase global engagement. By "international faculty," we mean someone who has extensive research/living/study experience in another country and who speaks another language sufficiently well to conduct research in the target language. In addition to designated international faculty lines, we will give consideration in awarding other lines to those for which position descriptions favor candidates with significant international experience. This is where there is the greatest multiplier effect; one faculty member can affect a significant number of students, staff and colleagues over the course of a 30-40 year career.
6. Prestigious International Grants: Promote various prestigious international grants and awards (such as Fulbright) and scholarship opportunities among faculty, staff and students.
7. Student Activities: Promote extracurricular student activities such as participation in RSOs with a global scope and activities that promote domestic-international student interaction (see II.2).

8. Internationalization of Student Life: Student life is another area in which students can develop global perspectives. In addition to student activities noted in II.2. and III.7, residence life and dining services provide opportunities. These include residence hall arrangements that mix international and domestic students ("global villages" or "global awareness communities") and living-and-learning floors for those studying a foreign language. A "Global Commons" or space that combines programming with occasional international food options could be coordinated with other offices and student groups on campus.
9. Advising, Marketing, and Enrollment Management: The Haenicke Institute, the International Education Council of the Faculty Senate and the college international committees will a) work with exploratory, college and program advisors to give students the guidance they need to be globally engaged during their time at WMU, and b) aid in developing recruitment information and materials that highlight global engagement at WMU. Elements will include:
 - Maintain a detailed global engagement information sheet to aid advisors.
 - Initiate a marketing campaign using posters, flat screen monitors and other media to constantly remind students of the importance of global engagement and the various means by which they can be engaged.
 - Develop a new, comprehensive international portal for the university's web site that will guide students, faculty and staff to programs, resources and guidelines.
 - Development a suggestive template for units to add a global engagement link to their own web sites.
 - Create program-specific study abroad advising sheets to aid students in determining which study abroad programs best fit their curriculum.
 - Encourage the Graduate College and academic units to call attention to international graduate students and to highlight their research.
 - Promote language learning to students. When feasible, work with public schools and interested constituencies to promote language learning in the community and at WMU.
 - Achievements in global engagement will be routinely publicized to internal and external constituencies.
10. Global Engagement Award: Create a faculty award recognizing achievement in various facets of global engagement. The award should recognize a sustained record of achievement.