Advancing Internationalization at UWM: 
Fostering Success, Facilitating Growth 
and Expanding Horizons 
in the 21st Century University

Report of the 
Task Force on Internationalization 
2008/09 – 2009/10

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The Task Force on Internationalization was appointed in Fall 2008 by Provost and Vice Chancellor for Academic Affairs Rita Cheng. This act was prompted by discussions within national higher education associations of strategies to advance campus internationalization. The Task Force was asked to consider, as UWM moves forward with its ambitious research growth and access agenda, where the university stands in all dimensions of internationalization. It was charged to review priorities and opportunities which may otherwise be missed; to determine whether we are effectively utilizing our existing resources, leveraging our partnerships, and giving due priority to international expertise and engagement; and to develop a comprehensive internationalization plan that will better position UWM to meet its goals.

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Executive Summary

*Internationalization is not the latest academic fad, nor is it a simple add-on to existing practice. It is the single most important leadership challenge of the new century.*

…[P]residents and chancellors have both the responsibility and the capacity to take up the challenge and to create the new global university.


The Task Force on Internationalization was constituted in Fall 2008 with the charge of ensuring that the University of Wisconsin-Milwaukee is equipped to meet the challenges of the global higher education marketplace. As the university continues to implement its ambitious and far-reaching Access to Success and Research Growth agendas, it must be relevant to its local community and state; but that relevance falls short if we are only thinking locally or regionally.

With new State funding earmarked to support the development of major academic and research initiatives in areas reflecting local needs, it is important to place the local within the global context, make intellectual connections between and foster partnerships among both realms. Just as our faculty, our students, our curriculum, and our scholarship increasingly reflect that UWM operates in a transnational environment, so, too, do Milwaukee and Wisconsin citizens, corporations and government entities. UWM can not fulfill its mission -- it can not provide all students with access to a 21st century education, can not achieve meaningful growth in both sponsored and non-sponsored research, can not contribute to a vital regional economy -- without taking steps to more fully realize its potential as a globally-engaged research university.

UWM's context presents challenges to realizing this potential. We are a large, decentralized university with great ambitions and limited resources. This structure inhibits information sharing, strategic planning, and follow-through on good ideas. We rely extensively on public funding and thus brand ourselves in light of our regional rather than our global impacts. We serve students with varying levels of preparedness for postsecondary work, and expend significant energy and resources evening the playing field for student learning. “International” is often viewed as a special interest rather than an integral part of who we are and what we do. Despite a strong commitment to international education shared by many UWM administrators, faculty and staff, we are not yet on a par in our campus-wide internationalization efforts with peer institutions – let alone those to whose peer group we aspire.

The Task Force turned its attention to the key question: how do we foster internationalization both within and across schools and colleges? UWM has already taken significant steps forward in setting the stage for cross-campus internationalization. With the establishment of the Center for International Education (CIE) in 2000, UWM was one of the first universities nation-wide to organize all major international functions within a centralized program office. This structure is now widely considered a “best practice” in the international education field. CIE’s reporting line to Academic Affairs, and the naming of UWM’s senior international officer title as Vice Provost for International Education, position that office to work across campus lines in fostering collaboration while simultaneously supporting the internationalization goals within each school and college. Yet while CIE plays an important facilitating role, the critical tasks of strengthening the international dimensions of teaching and research across the curriculum – through course development and delivery, curricular design,
collaborative research, and student and faculty recruitment -- take place within the schools, colleges and departments and, most importantly, among individual faculty, staff and administrators.

It is therefore essential, if UWM is to achieve its goals, that our institutional leadership and key stakeholders share responsibility for internationalizing our mission, our learning, discovery and engagement. Only by fully integrating international perspectives, knowledge and activities across the curriculum, into the life of the university, can UWM advance its agenda.

This report presents a vision of UWM as a globally-engaged university. It takes stock of current efforts, identifies challenges to be overcome, and recommends strategies for realizing more meaningful internationalization. Informed by ongoing conversations within national higher education associations, it considers action plans for strengthening the international dimensions of the university as a whole, its student learning, research, engagement and outreach. **A summary of recommendations is provided in Appendix I (p. 17).** Examples of how other institutions represent their commitments to global engagement are provided in Appendix II (p. 20).
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Table of Contents

1. UWM as a Globally-Engaged Research University: Internationalization of the Institutional Mission ................................................................. 1  
   a. Vision .......................................................................................................................... 1  
   b. Current Status ........................................................................................................... 1  
   c. Challenges ................................................................................................................ 2  
      - UWM Select Mission Statement ....................................................................... 3  
      - UWM Chancellor’s Strategic Priorities ............................................................. 3  
      - UW-Madison Mission Statement ................................................................... 4  
   d. Recommendations ..................................................................................................... 5  
2. A 21st Century Education: Internationalization of Student Learning ................................................................. 6  
   a. Vision .......................................................................................................................... 6  
   b. Current Status ........................................................................................................... 6  
   c. Challenges ................................................................................................................ 7  
   d. Recommendations ..................................................................................................... 8  
3. Internationalization as Prerequisite for Research Growth ................................................................. 10  
   a. Vision .......................................................................................................................... 10  
   b. Current Status ........................................................................................................... 10  
   c. Challenges ................................................................................................................ 11  
   d. Recommendations ..................................................................................................... 11  
4. Expanding Access, Fostering Success Through Community Engagement and Outreach ...... 13  
   a. Vision .......................................................................................................................... 13  
   b. Current Status ........................................................................................................... 13  
   c. Challenges ................................................................................................................ 14  
   d. Recommendations ..................................................................................................... 15  

Appendix I: Summary of Recommendations ......................................................................................... 17  

Appendix II: Sample Mission Statements ........................................................................................... 20
1. UWM as a Globally-Engaged Research University: 
Internationalization of the Institutional Mission

*Internationalization must permeate the fabric of the institution. It is not yet sufficiently deep, nor as widespread as it should be to prepare students to meet the challenges that they will face once they graduate.*


A. Vision

The Association of Public and Land Grant Universities has stated that an internationalized university:

- includes internationalization as an integral part of its vision, mission, and strategic plan;
- provides academic and administrative leadership with a strong commitment to international engagement;
- establishes and supports an international office that serves the entire campus and its programs;
- infuses international content into the teaching, research and engagement programs of all schools and colleges;
- employs across all schools and colleges faculty, staff and administrators with an international “mindset”;
- incorporates international dimensions into faculty job descriptions and announcements;
- has evaluation and promotion guidelines that strongly encourage international involvement that assists the internationalization of people and programs.
- encourages faculty to engage in international research, teaching, and leading study abroad programs.
- maintains international linkages or partnerships that support regular faculty and student exchanges, visits, shared use of field sites, use of technology in teaching, jointly sponsored workshops, performances, and research partnerships.

The University of Wisconsin-Milwaukee (UWM) Task Force on Internationalization based its assessment of UWM’s progress toward becoming a globally engaged university on these criteria and found that there is a gap between UWM’s affirmed commitment to internationalization and the extent to which “internationalization” has become an institutional value.

B. Current Status

UWM has taken major strides in strengthening its support for international education as a central university activity. Through its adoption in 2000 of what is now becoming the gold standard for major US research institutions – a centralized, comprehensive program office reporting to Academic Affairs – UWM has acknowledged the vital relevance of an increasingly transnational educational environment to its teaching, research and service aspirations. Several senior administrators are personally engaged in and actively encourage international activities within their schools and colleges. Faculty members’ international teaching and research has led to a marked expansion in study abroad and interdisciplinary international major, minor and certificate
programs. The Center for International Education, English as a Second Language Program, and several schools and colleges have joined forces to coordinate collaborative international student recruitment efforts which are now beginning to yield higher numbers of applications and enrollments. Yet, while UWM has experienced significant growth in international activities over the past decade, this growth has been neither reflected nor fostered through public representations of the university agenda.

Our values are, first and foremost, reflected in our representations of our vision and university mission. Access to Success, Research Growth, Diversity, and Inclusive Excellence are key benchmarks for the institution. International education has an important yet overlooked role to play in supporting each of these priorities. For example, expanding UWM’s research profile requires the development of meaningful international research collaborations and expansion of the international student and scholar population, just as Inclusive Excellence, Diversity and Access to Success necessitate acknowledging the value of international perspectives in preparing students to meet the challenges they will face in an increasingly globalized world. Yet we find that “international” rarely figures into campus discourse and public addresses on these institutional priorities. Why is this the case?

UWM has a deep and abiding commitment to Milwaukee and the southeast Wisconsin region, yet this commitment is not inconsistent with a globally-engaged university. In fact, global engagement is prerequisite for a premiere research institution seeking to make a difference in its local context. Globalization has become the environment in which not only higher education operates, but our local communities as well. A globally-engaged university leads the way in fostering local, regional and state economic development by providing every student with a strong curricular foundation in understanding the complex realities of the contemporary world and sustained transnational academic and research partnerships. This reality poses an opportunity rather than an impediment or distraction from the university’s local initiatives. One key to seamlessly integrating UWM’s internationalization agenda into its core values is to address the current deficiencies in UWM’s mission statement and, more importantly, clearly articulate the international dimensions of our campus priorities.

C. Challenges

There are many challenges to successful internationalization. Among these are longstanding mindsets and attitudes, competing views and approaches to internationalization, limited resources (time, money, and personnel), lack of rewards and incentives, and devaluation of world language and cultural competency in an era of “global English.” Most importantly, “international” is often seen as competing or peripheral in relation to core university functions and initiatives. Reinforcing these perceptions is the conspicuous absence of UWM’s international aspirations in the university’s mission statement and public representations.

Based on information located on UWM’s website, the university mission statement exists in two parts. The UWM Select Mission Statement does not explicitly mention “international” other than in conjunction with external partnerships, although international education can be related to many of its key ideas, as can be seen below (http://www4.uwm.edu/about_uwm/mission.cfm):
UWM Select Mission Statement

To fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin’s largest metropolitan area, the University of Wisconsin–Milwaukee must provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service. Fulfilling this mission requires the pursuit of these mutually reinforcing academic goals:

(a) To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university.

(b) To engage in a sustained research effort which will enhance and fulfill the University’s role as a doctoral institution of academic and professional excellence.

(c) To continue development of a balanced array of high quality doctoral programs in basic disciplines and professional areas.

(d) To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.

(e) To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.

(f) To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels.

(g) To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas.

(h) To encourage others from institutions in the University of Wisconsin System and from other educational institutions and agencies to seek benefit from the University’s research and educational resources such as libraries, special collections, archives, museums, research facilities, and academic programs.

(i) To provide educational leadership in meeting future social, cultural, and technological challenges.

The “Mission” link on the UWM Chancellor’s website contains the Chancellor’s Strategic Priorities. Although these priorities are clearly global in scope their international potential has not been explicitly highlighted, as can be seen below (http://www4.uwm.edu/chancellor/uwm_priorities.cfm):

**Research Growth Initiative**
The objectives of the RGI, introduced during the 2005-2006 academic year and operated by the Graduate School, are to grow research by investing in externally evaluated projects from faculty and staff; align research investments with desired research and extramural support outcomes; enhance researcher competitiveness by seed funding early stage research projects; stimulate submission of highly competitive proposals to extramural funding sources; and invest in projects that lead to self-sustaining research programs.

**Access to Success**
This program, coordinated by the Division of Academic Affairs, is the campus blueprint to enhance access to UWM and promote greater student success. The initial goals are to build a pool of diverse, high-achieving students; increase first-year retention and performance of all freshmen; decrease the gap in first-year retention and performance between students of color and majority
students; and decrease the gap in first-year retention and performance between students who take remedial courses and those who don’t.

**Council on Inclusion**

Comprised of faculty, staff, students and governance leadership, this council is charged with developing a strategic diversity plan with broad-based support and monitoring UWM’s progress toward achieving objectives stated in Plan 2008, *Educational Quality Through Racial and Ethnic Diversity*, an initiative of the University of Wisconsin System. It also seeks to ensure accountability, provide recommendations for attracting and retaining faculty and staff of color, and developing a diversity training program for the UWM campus.

In contrast, UW-Madison’s statement directly emphasizes its international mission, programs, partnerships, and standards of excellence. It notes Madison’s role in strengthening cultural understanding through interdisciplinary and language studies and study, research and service abroad, as can be seen below (http://www.wisc.edu/about/administration/mission.php):

**UW-Madison Mission Statement:**

The University of Wisconsin–Madison is the original University of Wisconsin, created at the same time Wisconsin achieved statehood in 1848. It received Wisconsin’s land grant and became the state’s land-grant university after Congress adopted the Morrill Act in 1862. It continues to be Wisconsin’s comprehensive teaching and research university with a statewide, national and international mission, offering programs at the undergraduate, graduate and professional levels in a wide range of fields, while engaging in extensive scholarly research, continuing adult education and public service.

The primary purpose of the University of Wisconsin–Madison is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all. The university seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.

It also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education. To fulfill its mission, the university must:

1. Offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.
2. Generate new knowledge through a broad array of scholarly, research and creative endeavors, which provide a foundation for dealing with the immediate and long-range needs of society.
3. Achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning.
4. Serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the university’s designated land-grant status.
5. Participate extensively in statewide, national and international programs and encourage others in the University of Wisconsin System, at other educational institutions and in state, national and international organizations to seek benefit from the university’s unique educational resources, such as faculty and staff expertise, libraries, archives, museums and research facilities.
6. Strengthen cultural understanding through opportunities to study languages, cultures, the arts and the implications of social, political, economic and technological change and through encouragement of study, research and service off campus and abroad.

7. Maintain a level of excellence and standards in all programs that will give them statewide, national and international significance.

8. Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society.

Other examples of how universities have incorporated international dimensions into their vision statements (from A Handbook for Advancing Comprehensive Internationalization, American Council on Education, 2006, p.67) are shown in Appendix II.

D. Recommendations

With regard to UWM’s representations of its vision and mission, the Task Force recommends that UWM seek to:

1) revise the UWM Select Mission Statement to better reflect the university’s commitment to and understanding of the integral importance of internationalization across teaching, research and service;

2) amend descriptions of the Chancellors Strategic Priorities in order to acknowledge their international dimensions. (These priorities reflect UWM’s institutional aspirations and identity. They are repeatedly articulated in UWM administrator’s public and campus statements; and they define the university’s efforts to seek state, donor and grant funding. A stronger profile as an internationally-engaged university can enhance UWM’s efforts to achieve these priorities);

3) reframe senior administrators’ representations of the university and its aspirations to reflect that UWM is a globally-engaged institution, where “international” is interwoven into the fabric of all that we do. Strengthen information-sharing with deans by including Vice Provost for International Education in All Deans Council meetings;

4) reflect UWM’s identity as an international university in all key campus informational materials, publications and websites.

A strong international vision and mission for the university, articulated by the Chancellor, Provost, Vice Chancellors, and Deans consistently and unequivocally in public forums, publications, strategic goals and priorities statements, will align UWM with the nation’s top-ranked universities and inspire the campus community to engage more deliberately in international teaching, research and service. This will go far to position UWM to become a premiere research university that meets the needs of its students and community in the 21st century.
2.

A 21st Century Education: 
Internationalization of Student Learning

The United States comprehensively transformed its designs for learning, at all levels, in the late nineteenth and early twentieth centuries. Now, as we enter the new global century, Americans need to mobilize again to advance a contemporary set of goals, guiding principles, and practices that will prepare all college students—not just the fortunate few—for twenty-first-century realities.


A. Vision

As part of a major national initiative to provide a roadmap for strengthening postsecondary student learning, the American Association of Colleges & Universities’ National Leadership Council for Liberal Education and America’s Promise has identified four Essential Learning Outcomes that are “important for a globally engaged democracy, for a dynamic, innovation-fueled economy, and for the development of individual capability. …the keys to economic vitality and individual opportunity.” (Executive Summary, p.4) The AAC&U’s learning outcomes explicitly acknowledge the importance of intercultural knowledge and competence, both local and global civic knowledge and engagement, and the study of human cultures and the physical and natural world across the curriculum, in liberal arts and professional disciplines.

The Task Force on Internationalization shares the AAC&U’s vision of an integrated curriculum through which every student would be engaged in meaningful international, intercultural learning within and beyond the context of their major fields. UWM’s conceptualization of “access,” “success,” and “inclusive excellence,” must be conceived internationally to enable all students to obtain the very best 21st century education. Our curriculum must be designed to prepare students for the realities of the increasingly global world; it should foster the ability to interact internationally and cross-culturally, create an environment of genuine international engagement, promote a broader conception of “diversity” that includes a self-consciously “international” dimension, and support greater student participation in internationally oriented co-curricular activities. To realize this environment, UWM must also take steps to reward “international” teaching, expand the presence of international scholars and students in UWM classrooms, collect and disseminate data on international teaching and learning, and include "international" as a core element of its brand, as noted in the previous section of this report.

B. Current Status

UWM has established and maintains a wide array of internationally oriented academic programs at both the undergraduate and graduate levels. These encompass interdisciplinary and discipline-based degrees, majors, minors and certificates. Many departments offer internationally-focused courses as a regular part of their core curriculum. In addition, there is an array of innovative new initiatives that include cross-campus and fully-online program models as well as models representing a conceptual shift within disciplinary fields (e.g. the BA in Global Studies, SOIS’
online Master’s program, the major in Latin American, Caribbean and US Latino Studies, and the History PhD concentration in Global History, among others). Regular, credit-bearing instruction is provided for contemporary world languages including Chinese, Japanese, Arabic, Korean, Russian, Swedish, Italian, Polish, Portuguese, French, Spanish, German, Hebrew, Hmong, Lao and Thai. The Language Resource Center (LRC) has expanded use of technology to support the teaching of these languages, while faculty members are applying technology within and outside the classroom to strengthen student access to overseas speakers and information resources. Moreover, the Beyond Borders: International Living and Learning Community provides a cohort of diverse freshmen with integrated curricular and co-curricular learning experiences.

UWM students may choose from a variety of UWM-sponsored study abroad and exchange programs encompassing countries around the world. UWM’s institutional practice of accepting transfer credits from accredited programs abroad ensures that students are able to find the best possible fit for their diverse academic needs. UWM has recently experienced an expansion of overseas research opportunities for students through DIN funding allocated to the new Office of Undergraduate Research. Faculty members have increasingly sought and obtained extramural funding supporting student participation in their overseas research initiatives.

UWM also benefits from a number of centers supporting international teaching, research and outreach. Students are able to draw on a wide array of co-curricular opportunities for international learning beyond the classroom. Centers and institutes across the university sponsor public lectures, conferences, workshops, and film series, while internationally-focused student organizations (such as Engineers Without Borders, AIESEC, the Global Student Alliance), the language departments and the ESL Program provide opportunities for peer-to-peer learning, including both campus-based and overseas activities.

C. Challenges

For all the progress UWM has made in providing a wide array of internationally-focused learning opportunities through and beyond the curriculum, many challenges inhibit the degree of integration necessary to ensure that all students have access to international education.

UWM as an institution is challenged by limits on its resources. This is no less true in the area of international education. Scant funding is available to support necessary international travel in conjunction with the development of new courses, study abroad and exchange programs. What little funding is available tends to result from the targeted, extramural grants secured by centers, institutes, and individual faculty members, rather than dedicated institutional funding sources.

Students often feel inhibited in their ability to incorporate overseas study into their academic work, as reflected in the fact that the percentage of UWM students participating in education abroad programs, while grown in recent years, still lags behind most peer institutions. While UWM students benefit from the institution’s share of a State budget earmark supporting need-based scholarships, not all students who desire a study abroad experience qualify for this support, and the funding level is often not enough to overcome students’ worries about the opportunity cost of an extended overseas stay. In addition, student engagement with study abroad is uneven
across UWM’s schools and colleges, with many departments offering an array of overseas academic options to their students and others, virtually none.

Student access to world language study also varies depending on students’ majors. While some schools and colleges have world language degree requirements, others do not. Heavily-proscribed curricula in some fields mean that students have virtually no opportunity (and little incentive) to incorporate language studies into their academic programs. Consequently, in a context in which resources are allocated based on enrollments, UWM’s language programs are hard pressed to meet students’ needs for a full array of courses taught regularly through the advanced level. This may inhibit students enrolling in these classes, creating a vicious circle.

The student experience is more than what is learned in the on-campus or overseas classroom. By contributing diverse perspectives and experiences to the learning environment, within and beyond the classroom, UWM’s international students and scholars are central to the Task Force’s vision for UWM as a globally-engaged university; yet their value is often unacknowledged in UWM’s enrollment management planning and institutional recruiting efforts. Once again, limited funds have inhibited the implementation of a wide-scale international recruiting initiative engaging all of UWM’s schools and colleges.

For graduate students, the opportunity to attend and present at professional conferences is an important learning experience. For those engaged in international research, this opportunity is available only at high cost, since UWM provides very little funding to support graduate student conference travel, and even less for actual research expenses. Access to funding for professional development and research is a critical and missing component of graduate student learning.

Excellence in internationally oriented teaching has not been explicitly addressed in promotion and tenure deliberations; some faculty may well resist such an approach, and yet major national education organizations (such as the American Council on Education and the Association of Public Land Grant Universities) insist that this is prerequisite for an internationally-engaged university. Valuing international teaching and research within the university’s reward and incentives structure is a critical component of institutional commitment.

Finally, as noted in Section 1 of this report, a vision for international teaching and learning has not been articulated for the institution, especially with respect with its key initiatives promoting diversity, access to success, and inclusive excellence. Identification of international learning objectives at the school and college level is uneven, with the Letters and Science currently the only college requiring both world language and international studies courses of its graduates.

**D. Recommendations**

To expand student access to international learning opportunities, the Task Force recommends the following strategies:

1) strengthen collaboration between the Center for International Education and the stakeholder offices supporting the Access to Success and Inclusive Excellence initiatives by establishing a standing working group charged and supported by Academic Affairs;
2) seek to enhance student funding to support education abroad, and work to ensure that academic impediments to participating in education abroad programs are minimized;
3) dedicate funding for graduate student international research and conference travel;
4) establish internationally-focused learning goals, international student enrollment objectives, and study abroad participation goals by school/college as baselines for assessing internationalization of the student learning experience;
5) appoint a point person for international education planning within each school and college Dean’s office;
6) expand the number of international students within the campus community by establishing dedicated scholarships and incorporating international student targets within UWM’s enrollment management plan;
7) incentivize international teaching by revising promotion and tenure guidelines and establishing dedicated funding to support international curriculum development;
8) establish a university-wide world language requirement and general education requirement emphasizing international, cross-cultural learning objectives;
9) strengthen collaboration around international student recruitment through the establishment of a collaborative working group supported by Academic Affairs;
10) ensure that internationally-focused student learning outcomes are reflected in revised General Education requirements; align Task Force on Internationalization recommendations with those of the GER Task Force;
11) expand use of ePortfolios as a mechanism to demonstrate students’ international learning, reinforce connections across courses and curricula, and provide an opportunity to demonstrate learning taking place through co-curricular programs;
12) identify metrics to measure the broader impact of international teaching and learning at UWM; e.g. standardized proficiency goals and testing across language programs; survey instruments to address returning students, returning faculty, international partner institutions, etc;
13) reward excellence in international teaching through the establishment of new awards and mechanisms to recognize the efforts of outstanding faculty and academic staff;
14) collect and disseminate data on international teaching and learning through existing annual reporting mechanisms.

Only by internationalizing the student learning experience across the UWM curriculum, through high quality on-campus and overseas courses and co-curricular learning opportunities, will UWM prepare its students to face the professional, social and civic challenges of an increasingly interdependent world.
3. Internationalization as Prerequisite for Research Growth

In addition to attracting the best of the world’s students and researchers, internationalization encourages open inquiry and collaboration. Increasingly, the best research now occurs in the context of global partnerships. Such international linkages, says C. Peter Magrath, are the “intellectual lifeblood of America’s colleges and universities” because they provide both students and faculty with opportunities to work and study with individuals who can provide alternative viewpoints or ideas.


A. Vision

International students, researchers and collaborations are, indeed, the intellectual lifeblood of the globally-engaged university. As an institution with an ambitious research growth agenda, UWM can not afford to ignore the crucial importance of the context in which research – both sponsored research and scholarship – now takes place. A globally-engaged university is marked by a network of meaningful and strategic partnerships, both local and international in scope, that benefit from the intellectual resources and capacity of multiple stakeholders. These partnerships are not limited to a few distinct fields or initiatives, but rather, engage scholars and students from across the university in a multiplicity of interactions at the departmental, school and college, and institutional level. Frequently founded on faculty members’ individual research collaborations, these relationships expand to yield benefits beyond the university’s discovery mission and sponsored programs, with visiting faculty arrangements and student exchanges that contribute to UWM’s international reputation as a world-class institution.

B. Current Status

At present, the university provides a number of opportunities to obtain support for research activities that have global dimensions. The Center for International Education, the Graduate School, and the Office of Undergraduate Research all support international research development activities across the campus, yet have limited resources to do so. UWM’s largely decentralized structure has consequently resulted in uneven levels of support for international research activities. Some schools and colleges are better able to provide resources than others; examples of such support include: grant proposal development assistance; travel funding for faculty for research abroad; support for visiting scholars; and funding for students to participate in international research initiatives.

UWM’s degree of decentralization presents challenges in assessing the current state of international research partnerships at UWM. To better examine UWM’s international research arrangements, the Task Force undertook an inventory of activities taking place within each school and college and found that even department chairs were frequently challenged to identify all of their colleagues’ international activities. This exercise underscored the extent to which UWM’s existing array of research collaborations has been developed in an ad hoc manner, without much institutional direction or strategy guiding it. The Center for International
Education plays a supporting role in assisting faculty and administrators with establishing and obtaining institutional approval for formal partnership agreements, but only insofar as it is consulted in the process. Many joint research relationships involve no formal documentation, and others are documented by agreements that were never vetted through formal approval channels and often not shared with the Center. Consequently, there is no single source of accurate, current information pertaining to UWM’s international research partnerships.

C. Challenges

There are a number of challenges to strengthening the international dimensions of UWM’s research profile. Campus leadership does not consistently articulate the international dimensions of our research growth agenda, nor the global context in which world class research currently takes place. This message is critically important to realizing our aspirations, not only for UWM but also for Milwaukee and the southeast Wisconsin region.

Because of its decentralization, UWM lacks a strategic approach to international research initiatives. Existing partnerships tend to be limited to specific departments or schools and colleges and focus on a specific purpose – faculty research or student exchange. While the Center for International Education and the Graduate School can promote collaboration among UWM personnel for the purpose of expanding a partnership’s scope, they play a supporting rather than a lead role in actually implementing the relationship, which remains the responsibility of the collaborating researchers. Campus funding to promote international research is limited. Moreover, dual degree programs that build on curricular alignments and can form the basis for meaningful collaborative research among faculty are inhibited by institutional transfer credit policies and UW System restrictions barring joint degrees.

There is no single, authoritative, systematic database of information on international teaching and research activities at UWM, although data on the international activities of UWM faculty is collected through diverse mechanisms (e.g. annual faculty reports; data for external reviews; the Community of Science – COS; the online Experts Directory; and UWM centers’ ad hoc databases). Such a database would better enable faculty and staff to identify complementary initiatives and potential collaborators when seeking to establish overseas partnerships. It would promote strategic expansion of overseas initiatives. In addition, there is a need for clarity from the Institutional Review Board on policies and procedures for international research that involves data collected at international sites at different times.

D. Recommendations

The Task Force recommends an array of strategies to strengthen and expand the scope and stature of UWM’s international research activities:

1) acknowledge the importance of the international dimensions of research in the campus mission and strategic planning documents;
2) prioritize hiring of faculty with international research experience;
3) establish a dedicated and significant pool of funding to create and maintain international research partnerships;
4) establish committees to identify priority world areas, countries, thematic foci and/or targeted institutions for strategic research, graduate teaching partnerships, and international student and scholar recruitment within each school, college, and graduate program;

5) strengthen information-sharing and joint planning among the schools/colleges to maximize the institutional benefit of each existing and proposed new partnership;

6) identify international dimensions of teaching and research in all aspects of planning for new graduate programs – curriculum development and faculty hiring, and especially in the new Schools of Freshwater Sciences and Public Health;

7) establish structures and data management systems for exchanging and sharing information about UWM’s international research activities;

8) incorporate into annual summaries fields for faculty and academic staff to identify international activities, including regional and language expertise;

9) create and fund annual campus symposia on various research areas with an international or global focus; rotate sponsorship among schools and colleges;

10) establish and expand programs supporting faculty, staff and student acquisition of languages of those countries and world areas identified as priorities by the university;

11) raise awareness among new faculty by including UWM’s international initiatives as part of the new faculty orientation;

12) expand efforts to connect UWM faculty with global media for the purpose of interview and article placement raising UWM’s international profile as a high quality research institution.

A strategic approach to strengthening UWM’s capacity for conducting meaningful international research is essential to the institution’s research growth aspirations. Valuing international research through institutional representations and reward systems and investing in expertise and partnership-building activities will go far toward establishing international scholarship as an institutional priority.
Expanding Access, Fostering Success through Community Engagement and Outreach

To operate effectively in a global context, our citizens need to constantly enhance their proficiencies. A steady stream of continuing education opportunities is an absolute requisite in the years ahead so that the Wisconsin workforce, at all levels of responsibility, can achieve a competitive edge; an edge that must be maintained in the midst of constant change. ...Global interdependence also increases the importance of learning about international affairs. In Wisconsin and other Midwestern states, many aspects of economic and community life reflect international influences, especially agriculture and manufacturing. Midwestern universities are increasingly cooperating with each other to enhance their contribution to the region and the world, in part through outreach activities.


A. Vision

The Wisconsin Idea, the belief that the borders of the university extend beyond the confines of the campus, is an integral part of UWM’s institutional identity. It provides a foundation for our commitment to Access to Success and Inclusive Excellence by acknowledging not only the university’s obligation to its community but also its potential for transforming lives. It underscores our aspiration to expand research to support not only institutional interests but the economic vitality of Milwaukee and southeast Wisconsin. The Wisconsin Idea is a framework for harnessing the university’s resources for the benefit of all. International education outreach is essential to enabling UWM to fulfill its commitment to our city, state and region.

To be a leader in innovative, high-quality international outreach, UWM must provide a continuum of globally-oriented educational initiatives encompassing life wide and lifelong learning for the general public and targeted populations. It must draw on the expertise and experiences of the university’s diverse faculty, staff, and students and its many departments, centers and programs. It must utilize technologies and formats which broaden access to university offerings. It must realize the intellectual and financial benefits of myriad partnerships with individuals and organizations at home and around the world while also serving as a conduit to partnerships between our local constituencies and institutions overseas. It must promote collaboration among units engaging in outreach across the university, as those units bring distinctive resources to bear in maximizing potential learning outcomes. It must seek to strengthen connections to the K-16 education community through programs that expand students’ horizons and better equip teachers with the knowledge and skills needed to strengthen their curricula. Moreover, the university must be widely recognized and acknowledged as a local, regional, and global resource for accessible, international learning.

B. Current Status

UWM currently engages in international education outreach to a variety of audiences and through a number of offices across the university. The Center for International Education (CIE)
is home to the Institute of World Affairs, the state’s only World Affairs Council. With the Institute, CIE utilizes both face-to-face and virtual program formats to provide a full array of outreach programming encompassing co-curricular and scholarly programs, lecture series, film series, the *International Focus* weekly television program on Milwaukee Public Television, radio broadcasts, print publication editorial pieces, statewide and international world affairs programs for high school students, and professional development for K-12 educators. The Center for Latin American and Caribbean Studies, known nationally as a leader in area studies outreach, concentrates its efforts on several flagship events, including the Latin American and Caribbean Film Festival, K-12 teacher workshops, a teaching resource media library, guest lectures and an annual Children’s Literature Conference. The School of Continuing Education provides non-credit world language and internationally-themed courses for the general public, including travel programs as well as unique opportunities to learn more about world cultures through their cuisines. Union Sociocultural Programming and the Peck School of the Arts expand public access to international education by hosting lectures, film viewings, performances and exhibits that contribute to greater exposure to and understanding of the world beyond the U.S. WUWM and a number of other centers, student organizations, schools, colleges, and departments sponsor internationally-focused programs that engage the public in the life of the campus.

While these efforts provide international learning opportunities for local constituents, a number of ongoing efforts are expanding UWM’s effectiveness in engaging international audiences in the life of the university and, by extension, the community. Such outreach efforts focus on sharing UWM’s resources with international audiences. For instance, the English as a Second Language (ESL) Program attracts international students to UWM and Milwaukee every semester and throughout the summer. The School of Continuing Education has recently begun to foster international partnerships to strengthen both the quality and scope of its activities. Partnerships engaging both overseas institutions and businesses in joint research and training activities, such as an agreement between the College of Engineering and Applied Sciences, Chongqing University and Briggs and Stratton, have been initiated.

All of these activities support the Task Force’s vision of UWM as arbiter of the Wisconsin Idea for the 21st century. However, while much internationally-focused outreach is underway, there is little awareness and internal coordination taking place among the various offices engaged in such activities. This status quo inhibits UWM from taking full advantage of the talent and resources the university has to offer. UWM lacks a unified plan to engage the public and multiple constituencies in international education.

**C. Challenges**

The lack of a coordinated information-sharing and communication strategy inhibits UWM from realizing its potential to be a widely-recognized resource for international learning. Efforts to strengthen collaboration among disparate units engaged in internationally-focused outreach are impeded by the university’s decentralized structure and perpetual under-resourcing. International education outreach is largely the responsibility of individual or small teams of staff members who operate in relative isolation from one another, with neither the direction nor the support of an institutional vision that values such activities’ contributions to the UWM mission. Such decentralization results in uneven publicization of internationally-focused programs; missed
opportunities for collaboration; and an inability to maximize the full benefit of the campus knowledge base in designing and delivering international learning activities.

While coordination of program planning and implementation is challenged by UWM’s structure, there is also a need for coordinated internal and external promotion of UWM’s international education activities. The university’s public relations and communications are a critical component in raising awareness beyond the campus. As noted in previous sections of this report, deliberate consideration of international education in our marketing plan, mission statement, school and college goal statements, and senior administrators’ representations of the institution would strengthen UWM’s local, regional and international profile as a globally-engaged university. Incentivizing internationally-focused teaching, research and service activities would further strengthen international education outreach programs by encouraging our primary knowledge resource, UWM’s faculty and academic staff, to contribute their expertise for the benefit of the larger community.

D. Recommendations

The Task Force recommends the following strategies to strengthen UWM’s international outreach activities while raising its profile as an international education provider for the community beyond the campus:

1) foster the public profile of UWM as a globally-engaged institution by involving international education stakeholders in development of recruitment and marketing plans and materials;

2) encourage faculty and staff involvement in international education outreach through establishment of incentive awards, incorporating international teaching/research/service into promotion and tenure guidelines, and featuring international service opportunities in new faculty and staff orientation programs;

3) strengthen the visibility of UWM’s international commitment through high-impact strategies such as:
   a. adding a clear link from the UWM website home page to an international programs, services and activities metapage;
   b. developing a UWM webpage with key institutional and admissions information translated into several languages;
   c. adding a regular “international” column to the UWM report and other publications;
   d. strengthening campus-level promotion of large-scale flagship outreach programs, such as the annual George F. Kennan Forum at the Pabst Theater;
   e. adding building signage to identify Garland Hall as an international hub;
   f. displaying world flags in high-traffic areas and senior administrative offices;

4) envision urban community access to international education outreach programming as part of the university’s Access to Success commitment;

5) reflect in key campus documents and communications UWM’s commitment to providing public access to learning opportunities designed to better enable the broader community to navigate the challenges of the global century;

6) expand programming for campus audiences focusing on strategies and funding opportunities for internationalizing teaching, research and service;
7) improve coordination of campus and state outreach initiatives by:
   a. establishing a working group of campus stakeholders to facilitate strategic
      planning, collaborative programming, and information-sharing;
   b. developing and maintaining appropriate web-based and print communication
      tools;
   c. establishing a database or directory of faculty and staff international expertise and
      activities to serve as the basis for planning programs and responding to
      community inquiries;
   d. increasing local, national and international media partnerships designed to
      strengthen access to UWM-based expertise;
   e. expanding use of media-based delivery mechanisms (podcasts, webcasts,
      television, radio) to reach broader audiences;
   f. strengthening K-16 access to UWM resources through development of
      multimedia teaching materials and learning objects;
   g. organizing a statewide consortium of university faculty and staff, students, and
      community and business leaders to identify and address international education
      needs of targeted constituencies.

The key to strengthening community awareness of UWM as an international education resource
lies in publicly affirming the university’s commitment to international teaching, research and
service, improving information-sharing and coordination among the various entities engaged in
outreach and community relations, and further expanding the international knowledge base
among UWM’s faculty and staff. These strategies will enable UWM to more fully deliver on the
promise of the Wisconsin Idea in an era of globalization.
APPENDIX I

Summary of Recommendations

The Task Force on Internationalization recommends comprehensive actions to strengthen UWM’s international dimensions and to better position the institution to achieve its access, inclusive excellence, and research growth agendas. UWM must act symbolically and meaningfully to affirm its commitment to functioning within the global higher education marketplace as an institution that promotes and values international and intercultural learning, that constantly seeks to broaden dialogue through inclusion of diverse world perspectives, and that embraces its unique role in fostering cross-cultural understanding beyond the boundaries of the campus. To do this, UWM must:

1) **Reframe the message we send.**
   - Revise the UWM Select Mission Statement to better reflect the university’s commitment to and understanding of the integral importance of internationalization across teaching, research and service.
   - Amend descriptions of the Chancellors Strategic Priorities in order to acknowledge their international dimensions.
   - Reframe senior administrators’ representations of the university and its aspirations to reflect that UWM is a globally-engaged institution, where “international” is interwoven into the fabric of all that we do.
   - Reflect UWM’s identity as an international university in all key campus informational materials, publications and websites.
   - Strengthen the visibility of UWM’s international commitment through strategies such as:
     - adding a link from the UWM website home page to an international programs, services and activities metapage;
     - developing a UWM webpage with key institutional and admissions information translated into several languages;
     - adding a regular “international” column to the UWM report and other publications;
     - strengthening campus-level promotion of large-scale flagship outreach programs, such as the annual George F. Kennan Forum at the Pabst Theater;
     - adding building signage to identify Garland Hall as an international hub;
     - displaying world flags in high-traffic areas and senior administrative offices.

2) **Plan for strategic internationalization.**
   - Establish committees charged with identifying priority world areas, countries, thematic foci and/or targeted institutions for strategic research, graduate teaching partnerships, and international student and scholar recruitment within each school, college, and graduate program.
   - Appoint a point person for international education planning within each school and college Dean’s office.
   - Strengthen information-sharing and joint planning among the schools/colleges to maximize the institutional benefit of each existing and proposed new partnership.
Strengthen information-sharing with deans by including Vice Provost for International Education in All Deans Council meetings.
Prioritize hiring of faculty with international teaching and research experience.
Focus on international dimensions of teaching and research in planning for new graduate programs, including curriculum development and faculty hiring for the new School of Freshwater Science and School of Public Health.
Strengthen cross-campus collaboration in international student recruitment through the establishment of a working group supported by Academic Affairs.
Establish a working group of campus international education outreach stakeholders to facilitate strategic planning, collaborative programming, and information-sharing.

3) **Provide support to students.**
- Expand study abroad scholarship support for all UWM students.
- Dedicate funding for graduate student international research and conference travel;
- Work to minimize academic impediments to participating in education abroad programs;
- Expand the presence of diverse international students within the campus community by establishing dedicated scholarships for international students.
- Strengthen collaboration between the Center for International Education and the stakeholder offices supporting the Access to Success and Inclusive Excellence initiatives.
- Explore new formats for internationally-focused course delivery and co-curricular programming in order to enhance student learning experiences.

4) **Integrate “international” into our learning goals and performance measures.**
- Establish internationally-focused learning goals, international student enrollment objectives, and study abroad participation goals by school/college as baselines for assessing internationalization of the student learning experience.
- Include international student targets in UWM’s enrollment management plan;
- Establish a university-wide world language requirement and general education requirement emphasizing international, cross-cultural learning objectives.
- Identify metrics to measure the broader impact of international teaching and learning at UWM; e.g. survey instruments to address returning students, returning faculty, international partner institutions, etc.
- Incorporate into annual summaries fields for faculty/academic staff to identify international activities, including regional and language expertise.
- Expand the use of ePortfolios to demonstrate students’ international learning, reinforce connections across courses and curricula, and provide an opportunity to demonstrate learning taking place through co-curricular programs.

5) **Incentivize and reward.**
- Revise promotion and tenure guidelines to acknowledge the value of international teaching, research and service.
- Reward excellence in international teaching, research and service through the establishment of new awards and mechanisms to recognize the efforts of outstanding faculty and academic staff;
- Establish dedicated campus funding for international curriculum development.
- Create a dedicated and significant pool of funding to establish and maintain international research partnerships.
- Plan and fund annual campus symposiums on diverse research areas with an international or global focus; rotate sponsorship among schools and colleges.
- Establish and expand programs supporting faculty, staff and student acquisition of languages of those countries and world areas identified as priorities by the university.

6) **Maximize impact through information sharing.**
- Strengthen strategic planning by establishing structures and systems for collecting and sharing data about UWM faculty and staff members’ international teaching, research and outreach activities.
- Feature information about UWM’s international initiatives in the new faculty and staff orientation.
- Expand efforts to connect UWM faculty and academic staff with local, national and global media for the purpose of interview and article placement raising UWM’s international profile.
- Expand programming for campus audiences focusing on strategies and funding opportunities for internationalizing teaching, research and service.
- Improve community access to UWM international education outreach programs by:
  - expanding use of media-based delivery mechanisms (podcasts, webcasts, television, radio) to reach broader audiences;
  - developing multimedia teaching materials and learning objects for K-16 educators;
  - organizing a statewide consortium of university faculty and staff, students, and community and business leaders to identify and address international education needs of targeted constituencies.
APPENDIX II

Sample Mission Statements

Portland State University’s International Vision: Portland State University’s future will be guided by the understanding, belief, and commitment that our students will enter the 21st century as leaders in an emerging global community. The university understands that internationalization must become integral to the fabric of everything we do. The university administration, faculty, academic professional, and staff believe that we must prepare our students to be not only globally aware but globally active. The university demonstrates, on a daily basis, its firm commitment to our international mission. Through the integrated efforts of the administration, faculty, academic professionals, and staff, we will internationalize our culture to the point that international is no longer something added to the university’s mission, but is seamlessly woven throughout the fabric of our campus. PSU will provide every PSU student with the highest quality international education possible within the limits of fiscal responsibility.

Boise State University’s Vision Statement: Boise State University shall offer a globally enriching education and provide a diverse campus climate to prepare its students to become internationally competent and culturally sensitive citizens. Members of the Boise State University community will gain an understanding of international commerce, global interdependence, human rights, and diverse cultural, social, political, and economic systems.

Fairleigh Dickinson University’s Vision Statement: At FDU we believe that global education is much more than having international campuses or exchange programs. It is also a curriculum that ensures that all of our students will be able to succeed in a world marked by interdependence, diversity, and rapid change. A global education is one that provides knowledge and understanding of culture, language, geography, and global perspectives. Most importantly, a global education is one that enables all students, both domestic and international, to understand the world through the eyes of others and teaches them how their actions can affect, and be affected by, people throughout the world.