Internationalization

We provide extensive, renowned global learning opportunities to all community members that develop cross-cultural competence and enhance understanding of and contribution to a more peaceful, prosperous, and sustainable world.

Full Recommendation

Internationalization

Seven cross-campus working groups composed of over 200 faculty, staff, students and community members were formed to address our institutional key priorities—Academic Excellence, Community Building, Diversity, Equity and Inclusion (DEI), Research and Creative Scholarship, Sustainability, Internationalization, and Well-being.

Numerous campus engagement activities were conducted by the seven key priority working groups during spring 2022, with over 450 registrations across the 18 themed listening sessions centered around the seven priorities. In addition, over 350 student survey responses were received that answered specific priority questions from a student lens. Next, the working groups began analyzing data and incorporating community feedback as they worked toward identifying, developing and recommending achievable, metric-based goals that centered around these seven key priorities.

The Internationalization working group was charged with exploring ways to connect with students on a globally engaged scale by enhancing learning through borderless classrooms, a diversified curriculum and strengthening the collaborative relationships between WMU and our international partners.

After a multiple-step review process, the following is their submitted recommendation, which includes possible strategies and metrics that were essential in informing the goals and objectives. Further, they serve as a starting point for prioritization and refinement of institutional initiatives as the strategic plan moves into implementation. In addition, if available, the Strengths, Opportunities, Aspiration and Results (SOAR) summary reports, as well spring 2022 process reports, are attached as unedited appendices to provide further clarity and context.

Finally, this work could not have been completed without our dedicated community members who shared their time, expertise and commitment to improving our institution as they built these recommendations. Working group contributors are recognized in full at the end of this document.

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Recommendation

Goal: We provide extensive, renowned global learning opportunities to all community members that develop cross-cultural competence and enhance understanding of and contribution to a more peaceful, prosperous and sustainable world.

Aspirational Metric: WMU provides extensive global learning opportunities that are accessible to all community members, and all WMU students graduate with one or more global learning experiences.

Internationalization Objective 1: Advance an institutional culture of internationalization and global engagement by removing barriers through policies, strategy and programming.[1]

Objective 1 Possible Strategies:

- Develop initiatives at all stakeholder levels that educate the WMU community about internationalization and global engagement.
- Invigorate or create internationalization (IZN) committees in all colleges or integrate internationalization into existing DEI committees in colleges. Develop suggested guidelines for activities and goals to help these committees determine the scope of IZN that best suits the academic profile of each.
- Establish a dedicated liaison for internationalization for each academic college.
- Create a single international portal merging the current HIGE and global engagement websites that emphasizes completeness and ease of navigation to facilitate locating IZN information by all community members.
- Create more alumni associations in countries with significant WMU alumni populations to assist with recruiting and development. Coordinate efficient interaction and information-sharing among such associations and with HIGE.
- Work with the WMU Foundation to develop comprehensive funding projects and fundraising strategies to support an array of global engagement activities and resources.
- Develop a strategy in cooperation with the Office of Marketing and Strategic Communication to publicize and promote student, faculty, staff and alumni success in global engagement for recruitment and recognition purposes. For example, feature stories highlighting the achievements of international alumni on the WMU web page.

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[1] **Institutional Commitment and Structure:** "Internationalization requires priority in an institution's strategic plan. This is an explicit commitment by institutional leaders ... The involvement of senior leaders and appropriate administrative and reporting structures form an essential framework for internationalization and institutional transformation. These include the president and chief academic leaders; offices that are designated to coordinate campus-wide global engagement, international student services, and off-campus learning experiences; and units that are responsible for research, institutional research, faculty development, student support services (e.g., academic advising, counseling, career exploration), enrollment management, finance, community and alumni relations, and advancement." *American Council on Education. Retrieved from https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx*

- Emphasize global engagement priorities, projects and successes in public addresses by senior leadership (deans, vice presidents and the president) to both the WMU and larger regional community.
- Feature global engagement as one of the key elements of our institutional identity (along with DEI and sustainability).

Objective 1 Possible Metrics:

- Facilitate IZN-related workshops that are open to all WMU faculty and staff. [Scoring: Y/N. Target: Y]
- Implement presidential, cabinet-level and provost's council-level initiatives and events focused on global engagement. [Scoring: Y/N. Target: Y]
- Organize internal and external community events celebrating our commitment to global engagement.
- Track responses in ongoing iterations of the NSSE (National Survey of Student Engagement) Global Learning Topical Module. [Scoring: year on year improvement Y/N. Target Y.]
- Each college has at least one employee identified as its key/primary IZN officer, with FTE (Full Time Equivalent) and duties properly assigned. [Scoring: Y/N. Target: Y]
- All colleges have a committee dedicated to internationalization. [Scoring: Y/N. Target: Y]
- Representatives from all college IZN committees meet with HIGE representatives. [Scoring: Y/N. Target: Y]
- All college IZN committee representatives attend at least one of the Faculty Senate's International Education Council meetings per year. [Scoring: Y/N. Target: Y]
- Implement a Global Engagement Champions program that trains faculty and staff on cross-cultural interactions and about the internal and external supporting structures available to international students. [Scoring: Y/N. Target: Y]
- Increased percentage of new international faculty hires. [Scoring: 0-100%. Target: progress from AY to AY]
- All colleges have one or more "global engagement champions." [Scoring Y/N. Target: Y]
- Single international website portal created. [Scoring Y/N. Target: Y]
- Provide robust financial support for cross-cultural faculty and staff training. [Scoring Y/N. Target: Y]
- Require cross-cultural faculty and staff training by adding it to the DEI training module. [Scoring Y/N. Target: Y]
- Increase the number of alumni associations and international alumni activities. [Scoring Y/N. Target: Y]
- Create comprehensive development and communication strategies in collaboration with the WMU Foundation and the Office of Marketing and Strategic Communications. [Scoring Y/N. Target: Y]

Internationalization Objective 2: Strengthen faculty, staff and student opportunities to engage in collaborative global learning experiences.[2]

Objective 2 Possible Strategies:

- Increase global learning in the curriculum, starting by addressing the following:
    - Create faculty development programs to encourage new content creation, including courses, course modules and, when appropriate, academic programs (see objective #4).
    - Secure external funding (e.g., Title VI) to help internationalize the curriculum.
    - Strengthening global content in WES offerings.
- Promote disciplines and courses to students with significant international content, as follows:
    - Identify majors and minors with significant international content. Promote enrollments and maintain or increase faculty lines.
        - Examples: global and international studies, world languages and literature, Spanish, international and comparative politics, history, comparative religion, international business.
    - Seek to develop and promote innovative course formats, such as global classrooms and virtual study abroad.
    - Continue to develop global engagement programs that supplement all majors, such as Global Collaboration and Global Leadership.
    - Identify courses, including in WES, that have significant international content. Create and use an attribute such as course tagging to identify these courses so students and advisors can find them easily, similar to how experiential learning courses are tagged.
    - Promote participation in internships with local and international companies and organizations, including those in which intercultural competence is emphasized.
- Encourage participation in co-curricular and extra-curricular activities and programs with significant global content.
- Support registered student organizations that have an international scope, such as international student clubs or those seeking to address challenges on a global scale.
- Strengthen and increase globally engaged faculty research, as follows:
    - Increase support for faculty participation in international conferences.
    - Encourage research with an international focus.
    - Encourage collaborative research with international partners.

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[2] **Faculty and Staff Support:** "As the primary drivers of teaching and knowledge production, faculty play a pivotal role in learning, research, and service (to varying degrees depending on an institution's unique mission). Their commitment is imperative to the success of internationalization. Institutional policies and support mechanisms ensure that faculty have opportunities to develop intercultural competence themselves and are able to maximize the impact of these experiences on student learning, research, and service." *American Council on Education. Retrieved from* https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx

- Develop mechanisms to assist faculty in connecting with possible collaborators among our international partners.
- Reinstate WMU's international hiring initiative focused on recruiting faculty in any discipline who have significant international experience and language competency beyond English.
- Promote Fulbright Scholarship and similar funding opportunities.
- Encourage and support international visiting faculty.
- Provide data and talking points to academic advisors about the nature of today's globalized workforce and strategies for students to prepare accordingly.
- Promote global learning opportunities in recruitment activities.
- Emphasize the availability of both study abroad and on-campus global learning opportunities to prospective students.
- Create a Global Faculty/Staff Ambassadors Program to identify interested faculty and staff to assist with recruitment and retention activities, such as attending events that highlight global learning at WMU.
- Increase scholarship support for students pursuing global learning, whether abroad or on campus.
- Facilitate more integration, inclusion and meaningful interaction opportunities between domestic and international students.
- Ensure that international students receive equitable support and opportunities for on-campus employment, securing internships and full-time employment (e.g., address the over-representation of international students employed in dining services).
- Advocate for international students' interests and issues to campus supervisors.

Objective 2 Possible Metrics:

- Percentage of courses identified by faculty author(s) as having a significant level (as identified by department/faculty) of their content addressing global learning and international perspectives. [Scoring: 0-100%. Target: 33%]
- Implement a course code, tag or attribute that allows for the measurement of the number of courses that have a significant level (as identified by department/faculty) of their content addressing global learning and international perspectives. [Scoring: Y/N. Target: Y]
- Number of participants in Signature's Global Engagement events. [Scoring: #. Target: progress from AY to AY, adjusted by variations in total enrollment]
- Number of students registered in internationally oriented RSOs (Registered Student Organizations). [Scoring: #. Target: progress from AY to AY, adjusted by variations in total enrollment]
- Number of faculty presenting at conferences abroad. [Scoring: #. Target: progress from AY to AY, adjusted by variations in number of total faculty]
- Progress in Career and Student Employment Services data related to international students (i.e., disaggregated data on international student employment). [Scoring: as indicated in the report. Target: progress from FY to

FY.]

Internationalization Objective 3: Increase our international mobility competitiveness by enhancing the cross-border experiences of students, faculty and staff to and from WMU.[3]

Objective 3 Possible Strategies:

- Define WMU's international enrollment priorities and how to strengthen our process to recruit and retain students, as follows:
    - Flexibility in the application process, including the ability to apply for short-term programs unavailable to visiting programs.
    - Provide flexible, short-term housing options.
    - Establish programs that allow for students to engage in fostering a strong sense of inclusion within our community.
- Maintain diversity within the incoming student demographic.
- Create professional development opportunities (study, service learning, internships, research) to help facilitate student participation in global engagement activities.
- Increase participation in study abroad programs among first-year and underrepresented students, supported by more efficient mechanisms for securing SA scholarships, with a special focus on those two student groups.
- Integrate communication channels that strengthen opportunities for WMU faculty and staff traveling abroad to engage with local connections in various areas around the world.
- Provide incentives for academic units to host more visiting scholars and teaching faculty from abroad, as follows:
    - Expose faculty to diverse international perspectives through research presentations from visiting scholars.
    - Expose students to curricula (such as courses or visiting lectures) taught by visiting faculty.
    - Encourage ongoing collaboration on research and instruction between WMU and visiting faculty.
    - Support (including financially) visiting scholars and faculty from poorer, non-Western countries to present and collaborate on research, give lectures, or teach a course (see Objective 5).
- Recruit international alumni to serve as connections to opportunities abroad.
- Establish educational and professional development activities and programs abroad for community members.
- Create college funds dedicated to international students' tuition.

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[3] **Mobility:** "Mobility refers both to the outward and inward physical movement of people (students, faculty, and staff), programs, projects, and policies to off-campus communities and other countries to engage in learning, research and collaboration ... This might be accomplished through collaborative online international learning (COIL) or virtual exchange; research cooperation; faculty and staff exchanges; or expertise shared virtually; internship and service experiences; and virtual partnerships." *American Council on Education. Retrieved from* https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx

- o For example, a current obstacle—the funding needed for international GAs (Graduate Assistant) is higher; funding is a set amount for GAs.

Objective 3 Possible Metrics:

- Fund established per college. [Scoring Y/N. Target: Y]
- Keep a reasonable number of our short-term SA programs capped at an affordable price. [Scoring: $ price. Target: 20% of all programs under $3,500; 50% of all programs under $5,500. Prices adjusted yearly to the highest of two indicators—inflation or bargaining agreement faculty salary increase.]
- Increase in the number of international visiting scholars. [Scoring: # of J-1 scholar visas per AY. Target: Progress from FY to FY.]
- Increase in the number of credits taught by international visiting scholars. [Scoring: # of WMU course credits taught by J-1 scholar visas]
- Implement a peer-based benchmarking report for study abroad participation. [Scoring Y/N. Target: Y]
- Implement a peer-based benchmarking report for international visiting scholar enrollment. [Scoring Y/N. Target: Y]
- Implement a four-year scholarship program for a significant number of international students, with significant funding levels. [Scoring Y/N. Target: Y; achieve a minimum funding level of 50% of total tuition; achieve at least 25 percent of all international enrollment]
- All colleges provide scholarships for which international students are eligible. [Scoring Y/N. Target: Y]
- All colleges with their own faculty lines have a contingency fund to recruit and cover additional expenses of hiring international faculty and staff. [Scoring Y/N. Target: Y]
- WMU study abroad participation is above the U.S national average. [Scoring Y/N. Target: Y]
- Maintain a significant number of U.S. Scholar and International Student and Scholar Fulbright grants. Increase in U.S. Scholars and similar grants as well as the number of international visiting faculty. [Scoring: #. Target: keep FY number over the average of the successful 2014-2016 triennium]
- Increase the number of faculty and staff going abroad. [Scoring: #. Target: above AY2021/22, with continuous progress]

Internationalization Objective 4: Develop and refine faculty and staff global engagement programs and opportunities that bolster participation in international activities.[4]

Objective 4 Possible Strategies:

- Offer incentives and support for faculty seeking to increase the global content of their course(s), as follows:
    - Organize specific faculty and staff development training opportunities, such as learning communities and workshops related to the dimensions of global learning, the incorporation of global and international perspectives and intercultural content in one or more courses. These can be full courses or modules amounting to at least twenty five percent of the content.
    - Provide incentives to faculty seeking to internationalize their instruction through course release or stipends.
    - Facilitate mentorship opportunities for faculty and staff interested in developing expertise and gaining experience in the areas of internationalizing the curriculum and intercultural competence.
- Provide incentives and support for faculty and staff travel to participate in internationalized research (either in terms of subject matter or collaboration), curriculum development, and/or service, as follows:
    - Assist faculty and staff in developing their international professional networks.
    - Prioritize opportunities that will result in a better understanding of international challenges that are shaping the world today, including our own society.
- Coordinate training support and opportunities for community members to increase their intercultural skills and empower all staff to pursue these opportunities, with a special focus on student support services.
- Enhanced training for WMU staff and faculty to assist international students specifically.
- Include intentional interactions between U.S. and international students in the goals, design and delivery of training, as well as the perspectives of health center staff, mental health counseling and other essential student servicing units.

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[4] **Global Learning:** "Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably." *American Association of Colleges and Universities. Retrieved from* *https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-global-learning*

Objective 4 Possible Metrics:

- Offer annual faculty development opportunities (such as learning communities or workshops) to promote internationalization of the curriculum, international student engagement and other IZN priorities. [Scoring: at least one program per year Y/N. Target: Y]
- Dedicate resources to providing incentives for faculty to internationalize their instruction and/or research in the form of stipends or release time. [Scoring: TBD]
- Offer online training programs for all community members to increase their intercultural skills. [Scoring: presence of program on the HIGE web site Y/N. Target: Y]
- Introduce training for student support staff who regularly work with international students. [Scoring: training module(s) created Y/N. Target: Y.]
- All colleges have specific funding dedicated to global engagement programming and events. [Scoring: Y/N. Target: Y]

Internationalization Objective 5: Integrate and prioritize diversity, equity and inclusion strategies into all international initiatives.[5]

Objective 5 Possible Strategies:

- Increase our understanding of the intersection of DEI and internationalization, as follows:
  - Conduct a collaborative research initiative focusing on underrepresented populations of WMU faculty, staff and students participating in various international activities. Such populations could include persons of color, LGBTQ individuals and women.
  - Ensure that findings from this research inform all aspects of internationalization, including global learning (Objective 2), international student recruitment and inclusion (Objective 3), study abroad recruitment and programming (also Objective 3), and faculty/staff development (Objective 4).
- Pursue international student engagement practices that account for DEI values and priorities, recognizing that international students are not a residual category, and many come from marginalized backgrounds and/or face possible discrimination in the U.S. Seek to learn more about their experiences and needs through a research collaboration between HIGE and ODI.
- Increase participation of underrepresented groups in study abroad.

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[5] **Comprehensive Internationalization:** Comprehensive internationalization is a "strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected ... it recognizes that all constituents at a college or university—students, faculty, and staff—are learners and central to the institution's equitable, intercultural transformation ... In short, effective internationalization cannot happen in a few siloed offices, confined to certain disciplines, or reserved for a limited number of students. Internationalization is a collaborative, integrated ethos, the meaning of which must be discerned by each institution in the context of its unique mission and culture." *American Council on Education. Retrieved from* https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx

- Identify unique obstacles to study abroad for underrepresented groups and develop programs to address these barriers, including seeking study abroad locations that will appeal to these students specifically.
- Build upon the existing structure of Student Success Navigator position(s) within WMU by adding a navigator specifically for international students.

Objective 5 Possible Metrics:

- Implement an IZN-DEI committee/workgroup/taskforce to evaluate overall common DEI and IZN programs and issues, with representation from D&I, HIGE and all colleges. [Scoring: Y/N. Target: Y]
- Assign one or more Student Success Navigators specifically for international students. [Scoring: Y/N. Target: Y]
- Implement a dedicated fund for collaborative HIGE-ODI initiatives. [Scoring: Y/N. Target: Y]

Appendix A: Internationalization (IZN) Planning Committee Progress Summary Report - Spring 2022

The Internationalization (IZN) Working Group started meeting on January 10, 2022 and ended its last meeting on April 26 when the four subgroups turned in their final reports. The original working group was composed of twenty-two members: eleven faculty, one emerita, eight staff members, one undergraduate and one graduate student.

In addition, there were the two co-chairs and a member of the Faculty Senate International Education Council who attended some of the meetings. We lost a few members early in the process, but gained new ones for a total of fifteen active participants. In addition, we had an Advisory Planning Committee composed of two co-chairs and two faculty members who serve on the WMU Leadership Team for the ACE Internationalization Lab 2.0. The advisory committee set agendas, assisted with the listening town hall sessions, provided feedback on the subgroup's draft reports and advised on issues related to current trends and practices related to internationalization, among other things. The wealth of expertise on the Advisory Planning Committee was a key factor in the steady progress of the subgroups. Some membership overlap between the Faculty Senate's International Education Committee and the Internationalization Working Group also ensured high levels of coordination and timely feedback.

Participants were divided into four subgroups according to four topics—part of the framework model for comprehensive internationalization proposed by the American Council of Education (ACE). ACE's four target areas include **Mobility**, **Global Learning/IZN at Home**, **Faculty and Staff Support,** and **Structure and Institutional Commitment**. Each subgroup had a chair and met every other week, starting on January 18 and ending on April 26. Dr. Zagalo-Melo and Dean López attended the subgroup meetings to provide guidance and support. The last meeting for all of the four subgroups took place on April 26—a debrief gathering that provided co-chairs with an opportunity to outline final steps regarding the final document, which is expected to be submitted on May 6, plus thank participants for their work during the last four months.

The IZN Working Group offered two WMU Listening Sessions to the campus community, both led by ACE Internationalization Lab 2.0 Adviser Dr. Penelope Pynes and members Dr. Robin Helms, from ACE and Dr. Hilary Kahn, from IUPUI. Over 50 campus community members participated in the first session, and about 40 in the second. There was also a student survey with participation of 387 students. IZN Working Group also had special theme-focused meetings with renowned experts Dr. Robin Helms, from ACE and Dr. Hilary Kahn, from IUPUI.

The final international committee report will be submitted on Friday, May 6, for feedback from the Strategic Planning Committee.

Internationalization
Working Group Membership

Co-Chairs	
Irma Lopez	Lee Honors College
Paulo Zagalo Melo	Haenicke Institute for Global Education
Participants	
William McQuitty	Office of Institutional Research
David Huffman	Department of Chemistry
Imma James	Student
Wayne Bond	Office of Student Engagement
Anne Copeland	Haenicke Institute for Global Education
Sara Decker	College of Engineering and Applied Sciences
Brad Dennis	University Libraries
Shannon McMorrow	School of Interdisciplinary Health Programs
Yvonne Zhang	Student
Pablo Pastrana	Department of Spanish
Eric Archer	Department of Education Leadership, Research and Technology
Cristine Thomas	Department of Biological Sciences
Steve Covell	Department of Comparative Religion
Ewa Urban	Merze Tate College
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Mioara Diaconu	School of Social Work
Mercedes Tasende	Department of Spanish
David Morin	Intercollegiate Athletics
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Frederick MacDonald	