

International Taskforce Whitepaper

In response to its charge, the International Taskforce has reviewed the state of internationalization on campus and has made a series of recommendations.

1. Determine our campus readiness to receive more international students by reviewing the following questions:

a. Where (in which majors of interest to international students) do we have excess capacity? What is our target international enrollment?

First of all, in regard to programs of interest to international students with business being their number one choice, MUW's College of Business offers an Accounting Major and a Business Administration Major with four concentrations: General Business, Management, Management Information Systems, and Marketing. These programs are not operating at full capacity and could enroll 25 to 40 international students. In the Department of Sciences and Mathematics, MUW at present offers a dual degree engineering program with Mississippi State University and a pre-engineering option in math, engineering being the second most popular field of study for international students matriculating in the U. S. In the physical- and life-science areas, MUW offers programs in biology, microbiology, and chemistry, conferring B.S. degrees in all three of these areas. Two degrees are offered in mathematics, a B.S. and a B.A. At present, these programs could accommodate a substantial influx of international students with the exception of biology, which may need expansion of faculty to enroll many more students. The Department of Art and Design offers a B.F.A. degree with two emphases which may be of interest to international students: a graphic design emphasis and a studio-art emphasis. It also offers a degree in art education. This area of study has been one of choice by many international students in the past and continues to be high on the list of choices for international students. Our enrollment is not at capacity at present and could accommodate a modicum of international students given present faculty numbers. MUW's Department of Health and Kinesiology offers the health and kinesiology major with three concentrations in the health professions: exercise science, exercise science pre-physical therapy, and pre-occupational therapy, as well as an M.S. in Health Education, which can be taken on-line or in the classroom. Since the health professions are a popular choice for international students, those may be attractive. Currently we could accommodate several students in this area; the programs are not at capacity. Our program in Culinary Arts is one that seems like it could have broad appeal to international students. Once Culinary Arts is able to expand fully into Shattuck Hall, it will be open to as many students as can be recruited for it. Our traditional programs in the

College of Arts and Sciences such as history, social sciences, political science, English, etc., are not currently operating at full capacity and could accommodate a significant number of international students. The only programs that seem to be limited by capacity and/or by licensure are Nursing, Speech Language Pathology, and Education.

Recommendation: Since several of our programs that would be of interest to international students are not filled to capacity, a target international enrollment of 50 to 75 students would be achievable without major additions to faculty and classroom facilities. However, a Coordinator of International Students would be necessary for any increase in enrollment of international students. With the designation of a Coordinator for International Students, the target number may be able to be increased, but not without other considerations as outlined below.

b. What would we need to create “short-term” ESL programs into which we could recruit international students?

The creation of “short-term” ESL programs could fall into two categories, depending on the language needs of the international students admitted or recruited. We currently have a minimum TOEFL score requirement of 525, which is indicative of a pretty high level of English-language knowledge. Many students who come in with this TOEFL score really do not need extra help with language skills, usually depending on their countries of origin. Some international students even with this TOEFL score, however, do not feel confident of their ability to meet the language demands of the U.S. college/university English classroom. The least “short term” ESL program that could be offered for these students is an EN101 English Composition class for non-native speakers. We have done this in the past with success, and it would not require hiring extra faculty as there are presently two instructors on the English faculty with expertise in this area. One problem with this approach is that sometimes ESL students do not want to be singled out and placed in a specialized class designed for them; they prefer the opportunity to enroll in the regular EN101 class. The second possibility for ESL help could be a class designed to meet the conversational needs of the international student if he/she feels uncomfortable with his/her level of speaking skills. MUW could accommodate a class like this without hiring new faculty using the resources that we have on campus. If we maintain the requirement of 525 on the TOEFL, we probably will not need any further development of English language classes. However, another possibility might be to create a one-year or one-semester intensive English language program for students prior to full admission to the university to enhance their English language skills in preparation for taking the TOEFL if their scores are near but not quite at the required score. This type of program would require added faculty to relieve current faculty course load. If a Writing Center is

implemented in the English Department as has been proposed, this type of ESL program may be an added component of the Writing Center. A software program such as Rosetta Stone could be installed and could assist faculty as part of a semester- or year-long ESL program.

Recommendation: Regarding the implementation of “short-term” ESL programs for international students, a survey could be made of prospective international students at time of application to see how many may want or need a separate ESL Composition class or other language skills classes.

c. Do we currently have the support services needed to help international students succeed? If not, what do we need?

Of the 30 or so international students on campus there is one person who is responsible for the recruitment, admission, immigration status maintenance, and acclimation of the international population. While the number of students is not large, the maintenance of each student can seem never-ending. With international students there are many different regulations to be aware of, deadlines to share, and sensitive issues that arise that must be handled.

International students need a variety of services in order to become students at MUW and to thrive and contribute to the overall campus community, ranging from assistance with the admissions process to acclimation to the campus and advice on immigration matters and work issues. While we are doing some things well, there are many areas for improvement. Listed below are three areas of service that are currently provided for international students and recommendations for improvement to each area.

Service #1: a thorough and seamless admissions process.

Current practice: The admissions process for international students can appear daunting at first glance. When international students apply for admission to MUW, they are asked to submit the following:

- International application for admission (submitted online or by mail)
- \$25 application fee (submitted by mail in the form of check, money order, or cash)
- TOEFL scores (submitted by mail)
- Transcripts from any college attended and/or leaving certificates from schools attended (submitted by mail and translated by an evaluation service such as World Education Services for evaluation purposes)
- ACT/SAT Test scores (submitted by mail)
- Statements of financial backing and support (downloadable form submitted by mail)

- Student Health Agreement (downloadable form submitted by mail)

Upon receipt of their applications, students receive follow-up e-mails thanking them for their application and requesting any missing materials. When their file is complete, an admissions decision is made within 24-48 hours. An I-20 (document issued by MUW through Immigrations Customs Enforcement (ICE) showing that a student has been accepted to a US School and can apply for a F-1 student visa) and an admissions letter are then sent via FedEx to the students so they can apply for a visa interview with their embassy.

Recommendations:

- Continue immediate response to all inquiries concerning admission.
- Permit electronic submission of as many admissions materials as possible.
- Allow students to submit application fee on online.
- Give students the option to submit financial backing documents/health records online.
- Create online chat opportunities for students to get instant answers to their questions about the admissions process or MUW in general.
- Join one of the many online services that list universities that welcome international students.

Service #2: good acclimation to the MUW campus and surrounding community.

Current practice: As students schedule their arrival to campus, everything is coordinated by the Office of Admissions. They are picked up at the airport and settled into their rooms. Currently, a one-day international student orientation is held to introduce new international students to the campus the day prior to Fall/Spring registration. A functional campus tour to point out important services is conducted. Students are informed about job requirements and opportunities on campus, and they get a chance to know the other new international students. Current international students are told who the new international students are and are encouraged to meet and help them to acclimate. However, they experience problems during holidays and the summer, when many campus services are closed or limited. For example, in the past, international students had to leave campus during holidays. Now they must pay a supplement to stay in campus housing when campus housing is typically closed.

Recommendations:

- Develop a more comprehensive international orientation program to involve offices throughout campus, such as Human Resources, to discuss employment, Community Living to discuss living on campus and dealing with living with others, Counseling Services to discuss homesickness, acclimation, etc., and other groups.
- Incorporate monthly or bimonthly programs to be conducted by the international coordinator or other groups on campus to deal with specific international issues, such as acquiring an on-campus job, study skills/language barriers, internship regulations and work regulations off campus.
- Have a separate UN 101 section for new international students to deal specifically with issues related to them.
- Create and experiment with multiple mentoring programs, including pairing older MUW international students with incoming international students before the incoming students even arrive on campus, pairing international with non-international students, and pairing international students with off-campus host families. As a result, the incoming students will already know someone on campus and have someone who can serve as a mentor to them. Also, current students can communicate with incoming students prior to their arrival and even travel to airports with international coordinator to greet new students.
- Utilize international MUW faculty: Identify MUW faculty who are from foreign countries or have expertise in foreign countries to meet with incoming and current international students to share their stories of acclimating themselves to life at MUW.
- Create programs on and off campus to help integrate international students with the Columbus community.
- Provide campus services and programs throughout the year, including summer and holidays. In particular, international students will need residence halls open throughout the year as well as transportation services.

Service #3: an available, informed international coordinator.

Current practice: The international coordinator is employed by the Office of Admissions and, in addition to recruiting, admitting, and serving international students with their issues, recruits at local high schools; travels to other high schools, community colleges, and luncheons/receptions throughout Mississippi; assists in university event planning; and supervises the admissions counselors.

Concern: Time has to be split between dealing with the international population at MUW and the recruitment of domestic students as well.

Recommendation: MUW needs to employ a full-time international coordinator who can walk international students through the admissions

process, assist with their arrival and acclimation to the MUW campus, keep them “current” in regards to their immigration statuses, and provide programming specifically for international students to help them feel a part of the campus climate. This position should be the coordinator’s full-time and only responsibility and should be located in the Division of Student Services and shared between the Office of Admissions and the Office of Student Life. This person also would work closely with Human Resources to learn work regulations and take care of issues with social security cards and other employment issues. In fact, the recommendation to employ a full-time international coordinator is perhaps one of the strongest recommendations that the taskforce would like to make.

d. Which curricula have the flexibility to create 2x2 or 1x2x1 programs?

At this time, most programs have the flexibility to create 2x2 programs, but probably not 1x2x1 programs.

Recommendation: Investigate certificate programs as a viable way to increase international enrollment. In addition, encourage departments to explore 1x2x1 programs as well as junior-year abroad programs (2x1x1) for international students.

2. Determine the degree to which our current curricula and co-curricula activities provide international perspectives.

a. What percent of the core curriculum exists to introduce, reinforce, and/or provide practice in the international learning outcomes?

As presently constituted, the Core Curriculum requires two courses that take a global perspective: HIS 101-102. In addition, the “Intercultural Studies” requirement effectively adds to this 3 hours of coursework that provides international exposure (a language course, which includes culture, or an approved study-abroad course) or that takes a more thoroughly global perspective (EN 231-232: Survey of World Literature, REL 213 Religions of the World, GEO 101 Elements of World Geography). Thus, the Core guarantees that students engage in at least 9 hours of coursework with significant international content.

The Core also includes a number of other menu-based categories. Some categories lack significant international content (e.g., the “Written Communication” requirement [i.e., EN 101, EN 300]). Some categories, however, offer students choices between courses with significant international content and other courses without such content. Several categories are dominated by offerings with international content, particularly when the fact that some courses are in practice not offered at MUW is taken into account. Hence:

Literature and Fine Arts: Only three courses (out of 17) lack an international component (EN 203-204, Survey of American Literature I-II and DAN 110 Dance Appreciation, whose content is not ascertainable for these purposes because the course has not been taught in years). Given that students must take at least three courses from this category, and that DAN 110 is not offered, it is safe to conclude that all students will take at least one course with international content (sub “Fine Arts History/Appreciation”). And given the plethora of literature surveys, one can conclude that most students are taking more than that.

Critical Thinking skills: Consultation with the department chair confirms that these courses typically require students to consider culturally bound points of view, drawing on cultures outside the United States. The exception to this is PHL 205 Logic. Hence, in practice all students taking courses in this category (other than logic) take courses that provide some international exposure.

Social Institutions: Only two courses here do not have ascertainable international content: ANT 201 Contemporary Cultural Anthropology—which cannot be examined because MUW does not offer it—and POL 201 American Government. Hence, in practical terms this category provides most students with international exposure.

Given these three categories, it is certain that all students will add another 3 hours of international content to the 9 mandated by required categories, and it is probably the case that most students in fact take at least 3 further hours.

On the whole, the present Core provides what may be surprisingly extensive international exposure, in practical terms 12 hours, and more usually 15 hours, and quite possibly 18 hours.

Recommendation: If the university expects to internationalize the campus, it must strengthen and expand its foreign-language offerings. Currently, the university offers only French and Spanish but needs to explore other language options, such as German, Chinese, and so forth. However, even current language offerings need strengthening. A few years ago, the university had one tenure-track professor in French and two in Spanish. Today the university has one-tenure track professor in Spanish, a full-time instructor in Spanish, and an adjunct instructor in French. Numbers of students in Spanish seem healthy, but numbers of students taking French have gone down considerably. That decrease is probably due to the lack of faculty investment in that area. The university cannot become a fully internationalized campus with foreign languages in their current state.

b. Identify the student learning outcomes related to internationalizing the student experience at MUW in our core. Would you recommend additional outcomes?

Student Learning Outcomes: Content as determined by a course description or by examining how a course is taught is one thing; student learning outcomes are another. Few of the courses whose content guarantees international content have a defined student learning outcome concerning international matters specifically. Some courses are so international in orientation that such a student learning outcome would likely appear redundant (e.g., HIS 101-102 and some of the courses fulfilling the “intercultural studies requirement” in particular fall into this category).

Recommendations:

- Student learning outcomes concerning international matters could be incorporated into the segments of the Core that are international by definition: HIS 101-2 and the courses making up the “intercultural studies” menu as well as other courses identified in this survey as having international content. This would likely make little difference to the actual teaching of these courses, but might underline their international nature for students.
- Student learning outcomes could be incorporated in other core courses that in practice have international content (e.g., POL 101 Basic Concepts in Political Science).
- Discussions could be begun with departments offering courses under “Literature Survey and Fine Arts,” “Critical Thinking Skills,” and “Social Institutions” as to whether the few courses in these categories lacking international content might be revised to include such content. *If* such moves are appropriate (i.e., can be done in such a way as to preserve the integrity of the course), then those categories can further guarantee international exposure for students. The Bulletin descriptions of courses not currently taught (e.g., ANT 201 Contemporary Cultural Anthropology) in these categories could, where appropriate, be revised to include international content in anticipation of a time when they might be taught.
- At this point, the Core Review Committee has formulated general statements regarding the Core it is likely to propose. The closest (proposed) student learning outcome is the second and third under no. 2 (italicized here):

2. Cultural Literacy: Students will demonstrate the ability to analyze individual aesthetic and cultural works, *compare works across cultures* and through history,

discuss other perspectives and cultures objectively.

Though this learning outcome is promising, reference to the importance of internationalization needs to appear in the Vision Statement as well as in the Learning Outcomes.

- c. What percent of the curriculum in the majors exists to introduce, reinforce, and/or provide practice in the international learning outcomes? Identify the student learning outcomes related to internationalizing the student experience at MUW in the majors. Would you recommend additional outcomes?**

To answer these questions, a questionnaire was administered. Below are the results of the questionnaire and the assessment of the findings:

What courses, excluding core curricula, incorporate an international component?

A number of departments offer courses outside of the core curriculum that incorporate an international component, with History, Political Science, Geography, and Paralegal Studies with the most offerings (21 courses). The others include Art and Design (6); Communication (3); Languages, Literature, and Philosophy; Music and Theatre; Business Administration (7); BSN (2), Graduate Nursing (2); and Culinary Arts (3). The departments with few or no courses with an international component are Accounting and MIS (small percentage in accounting); Sciences and Mathematics (small percentage in the physical sciences); and Associate Nursing.

Which of these courses are taught on a regular rotation?

Most

Which of these courses list awareness of international issues as a learning objective in their syllabi?

The answers ranged from “none” to specific goals mentioned (“Goal #3: Demonstrate basic knowledge of the role of music in Western and World Cultures”). Several responders noted that this was an inherent part of the course, such as “19th-Century European Art,” and so did not specifically list international issues as a learning objective. Other responders interpreted the word as “cultural” and noted courses that stressed cultural objectives (Graduate Nursing; French and Spanish languages courses). Still others responded with a listing of courses: History, Political Science, Geography, Paralegal Studies (12) and Business Administration (9).

Which courses incorporate learning assessment mechanisms that specifically measure the student’s awareness of international issues?

Most responders listed “no real measurement” that specifically gauged the student’s awareness. Some saw this as part of the testing of material. Two responders had specific courses listed: History, Political Science, Geography, Paralegal Studies (21) and Business Administration (9).

Which programs (i.e. majors in your department) require courses with an international component?

In addition to the International Studies minor, programs with an international component include Political Science, History, General Business, Marketing, Management, Accounting, Graduate Nursing, and possibly Sociology.

Assessment of questionnaire results:

The term “internationalism” as it relates to MUW needs to be fully and specifically defined by this taskforce. Some responders had difficulty completing the questionnaire because the word can be interpreted in different ways (Is it global, cultural, present-day, etc.?). As with many questionnaires, because the questions may have been interpreted differently by the different responders, the answers may be skewed.

Despite these problems, MUW offers a number of courses in an array of fields of study that incorporate international issues. They are not restricted to core curricula and are taught on a regular rotation. However, assessing the student’s comprehension of internationalism has not been a priority in many areas, evident by the lack of internationalism learning objectives in syllabi and the lack of testing in this area.

Recommendations:

- Faculty could be encouraged to incorporate a learning objective stressing the awareness of international issues into their appropriate syllabi. The word “international” could also replace “cultural” wherever appropriate. It would be advantageous to the student to see consistency in phrasing across campus.
- Consistency in assessment of the student’s awareness of international issues should be addressed. Certain terms and practices need to be defined, such as what constitutes “learning assessment mechanisms.” Based on the answers given, the responders did not readily agree as to the definition of the term. Once the taskforce produces its ‘white paper,’ a next step might be to hold larger workshops in which faculty

could discuss ways in which to highlight and test for student awareness.

- The programs that required an international component were specific to a particular department. What was not seen was a true, interdisciplinary approach to international issues, something that reflected a pan-university influence; for example, an international studies program that incorporated language, history, the arts, politics, business, cuisine, etc.

d. List the international co-curricula activities currently in place. Are these the activities you recommend?

Although there are occasionally ad-hoc presentations and programs, MUW has two established extracurricular functions centered on international matters:

The International Student Association (ISA) consists of anybody on campus interested in international students, study abroad, etc and is open to all. Membership has, however, been largely or entirely international students. Over the last several years, the group has done an international banquet where they cook dishes from their home countries and sell tickets to the campus community. This has really been the main activity for the group. Getting a number of participants is tricky--there are no membership requirements, fees, etc. It is a student-driven group and, in the last four years or so, they have not been active on campus.

Recommendation: Make certain flyers regarding the group are distributed to all incoming international students and all MUW students who study abroad. An international coordinator would also support this student group.

The MUW International Series consists of a monthly lunchtime lecture series, a foreign film series, as well as special events. Its concerns cover all disciplines.

The annual series has generally focused on a specific region or country, sometimes in conjunction with special exhibits visiting the state (e.g., the 2003-4 focus on German to coincide with the "Glories of Dresden" exhibit in Jackson).

Each year the series has been able to bring visiting scholars to campus. A partial list would include Dr. Richard Pacholski (2004), Gil Holland (2006), Fulbright Scholar Ghazala Irfan (fall, 2006), Werner Fornos, winner of the 2003 United Nations Population Award, (2005).

Until this year the series had no university funding. It existed through the volunteer efforts of faculty and sometimes students as well as the grant writing of the director. Several MHC mini-grants were secured to fund the film series as well as visiting scholars. This process was, however, cumbersome and resulted in an inability to plan in advance.

This year the series has been awarded institutional financial support, and it has made a tremendous difference. A small stipend has been given to faculty who prepare, and the series has been able to bring more scholars to campus. They include: Dr. Annette Trefzer, Dr. Richard Pacholski, and Dr. Robert Pauly.

The audience at events is normally made up of students from both the W and MSMS and members of the community. Faculty attendance is minimal. Average attendance for lunchtime lectures is around 25. Special events have a higher attendance with an average of 75.

There is one lunchtime lecture a month during the school year excluding December and May. There is typically one film and one lecture a month. (This Spring the series did not have the normal film schedules, but instead is having three during the week of events to mark "Iraq Five Years Later." For a time the series showed one film each semester off campus at the Rosenzweig Arts Center. This practice ceased this year.

Normally the series includes one "special event" per semester. This is often a larger presentation in Nissan with a guest speaker.

The series clearly is MUW's most vital extracurricular international activity.

Recommendation: Continue institutional funding for the series, and explore other options on and off campus for international presentations and programs.

3. **Determine the type of training and professional development needed to provide support in advancing institutional international objectives.**
 - Study-abroad opportunities for faculty/staff at educational entities along with the development of exchange programs and affiliation agreements linked to institutional objectives (for example, the College of Business has connections with Huron University in London.);
 - Travel opportunities abroad for faculty to study international cultures and institutions;
 - Professional-development opportunities for faculty and staff, including workshops, seminars, conferences, and training sessions both here and abroad related to the process of achieving the objective of advancing an

international focus (We can borrow ideas and processes from educational institutions that have already successfully enhanced their international programs. Each summer the University of South Carolina conducts an international program which consists of short-courses for faculty development.);

- Other professional-development opportunities, including taking foreign-language courses, developing course content for new courses and programs, studying international cultures including the economic component, and obtaining new educational materials. Examples of this and the preceding types of professional development include the International Faculty Development Seminars sponsored by the Council on International Education Exchange and the Junior Faculty Development Program sponsored by the American Councils for International Education.

4. What types and quality of international resources are available to faculty/staff to help them to address internationalization goals?

- Faculty Research Funds are available to study international issues.
- Arrangements between MUW and educational institutions abroad have provided international opportunities for our students and faculty. (These programs can be modified in a manner which is consistent with our objectives.)
- An international-student organization currently exists on campus which can provide input into the process.
- Seminars with international speakers are currently provided on campus, which offer educational enhancement opportunities for faculty.

Recommendations:

- Faculty release time, including sabbaticals, is essential for the success of this international focus.
- Financial support and resources, including increasing the amount of Faculty Research Funds for international research, are also essential.
- The university should consider adopting Dr. Burger's proposal for a visiting-chair program: a program whereby, in lieu of the current endowed-chair program, MUW would invite one-semester visiting scholars who would teach faculty seminars on international topics and conduct research.
- Invite Fulbright Scholars to campus.
- There is a need for a full-time, qualified director to head an international student recruitment process. (This position could serve to provide knowledge and support for faculty.)
- Coordinating activities with other institutions might be an appropriate option given the constraints that exist on MUW resources and funding. This is an excellent initiative. However, constraints on the available support mechanisms at MUW make it difficult to develop a

comprehensive program at this time. Any initiative that results from this endeavor must be defined around the level of financial support, resources, and release time made available for the process.

5. What opportunities to study abroad exist for our students (and faculty/staff)? Should these opportunities be enhanced? If yes, how?

Currently, Mississippi University for Women offers two types of study-abroad opportunities. First, MUW is a consortium member of a handful of study-abroad programs. These programs take place in France, England, Japan, China, and Italy. MUW is also a consortium member of a study-abroad provider with programs in geographic areas ranging from Latin America to Australia. A couple of these programs or providers offer opportunities for MUW faculty to teach. Second, MUW often creates its own study-abroad programs. Past destinations have included Cuernavaca and London. MUW faculty members lead these programs and teach the courses. The length of all these programs ranges from one month in the summer to a regular fall or spring term.

These opportunities can always be enhanced. In fact, MUW might benefit from investigating other study-abroad providers that offer a more diverse array of study-abroad experiences. However, it might be just as important to examine how many MUW students study abroad and what factors either facilitate or hinder their decision to study abroad. Over the last decade, numbers of MUW students taking advantage of these opportunities have ranged from a low of 1 to a high of approximately 20 in any given year. With no exceptions, the high years correspond to years in which MUW faculty have led the study-abroad programs. And, with no exceptions, MUW-sponsored programs take place in the summer for one month. These facts have, in turn, two implications. First, it is possible that MUW students will more likely take advantage of study abroad if MUW faculty members accompany them. Moreover, having MUW faculty (and staff, for that matter) take part will provide excellent professional development. Second, it is also possible that MUW students will more likely take advantage of study abroad if they have shorter, more flexible options. Indeed, considering the large number of MUW students at or above the age of 25 (33% in fall 2007), many with family and work responsibilities and most without prior experience with foreign travel, MUW may need to consider some different program lengths.

If MUW wants to increase the number of study-abroad programs that involve both students and faculty from MUW, the institution has two major options. MUW could continue to create home-grown programs, and these programs have been successful in the past. However, developing these programs consumes a great deal of time, energy, and resources, and sometimes MUW cannot recruit enough students from campus to make the programs viable. As another approach, MUW could establish partnerships with other institutions,

thereby sharing the responsibility for resources and for recruitment. Two possibilities currently exist, though there are certainly other options. First, the University of Southern Mississippi, with which MUW already partners on the Abbey program, has offered not only to open all its programs to MUW students but also to consider future opportunities for MUW faculty to join USM faculty on existing programs. The downside to this possibility is that USM would still transcript the courses and charge tuition. Second, MUW could join the Cooperative Center for Study Abroad (CCSA), which offers programs all over the world. CCSA issues a call for proposals from faculty at member institutions and allows the institution to charge tuition in excess of the CCSA fee and to ask students to register for courses at the home institution. A possible downside is that CCSA charges a \$6,000 one-time membership fee and requires a pinpoint person to attend annual board meetings.

If MUW wants to create shorter, more flexible options for study abroad, the institution should not only continue its one-month summer programs but should also investigate other options during the year. For instance, many universities hold programs during the break between the fall and spring semesters. Others hold programs during the intercession between the spring and summer terms. Intensive one-week and two-week programs would still generate academic credits while cutting down on costs (lodging, food, etc.) and adding flexibility for students who cannot leave family or work for longer periods of time.

Recommendation: Encourage more MUW students to study abroad through multiple strategies, including increasing the number of study-abroad programs that involve both MUW faculty and MUW students, exploring short-term options at different times of the year, increasing study-abroad scholarship money, linking study abroad to departmental scholarship awards, and, most importantly, integrating study abroad into students' overall curriculum so that study abroad becomes the norm, not the exception.

6. How much interest is there among students, faculty, and staff to internationalize the curriculum? If this needs to be increased, recommend ways to enhance student/faculty/staff interest and involvement in internationalization.

Faculty, staff, and students were polled (at the health fair) to determine the degree of interest for internationalizing the university curriculum. Participants were asked to respond to two statements by checking if they strongly disagreed, disagreed, agreed, or strongly agreed with the following:

- It is important to internationalize the MUW campus (Important).
- I am very interested in supporting internationalization of the MUW campus (Supportive).

Specific comments were requested regarding what respondents thought needed to be undertaken in order to internationalize the W curriculum in order to accomplish a more globally diverse campus. Participants were asked to identify themselves as faculty, staff or student, although 16% (19) did not do so. Respondents (119) included the following:

Faculty	6.7%	(8)
Staff	22.7%	(27)
Students	54.6%	(65)
Other	16%	(19)
Total		119

Overall responses to: “It is important to internationalize. . .” were as follows:

Strongly Disagree	11.8%	(14)
Disagree	5.9%	(7)
Agree	47.9%	(57)
Strongly Agree	34.5%	(41)
Total		119

Overall responses to: “I am very interested in supporting...” were as follows: (One person did not respond to this question.)

Strongly Disagree	11.8%	(14)
Disagree	10.9%	(13)
Agree	47.9%	(57)
Strongly Agree	28.6%	(34)
Total		118

Among the few (8) faculty responding to the “important,” statement one strongly disagreed, while the remaining either agreed (3) or strongly agreed (4). In regards to the “supportive” statement, two strongly disagreed, while three each agreed or strongly agreed. (See tables for detail.)

One staff member strongly disagreed to the “important” statement, while the remaining either agreed (16) or strongly agreed (10). Staff responded to the “supportive” statement as follows: strongly disagree = 1; disagree = 1; agree = 16; and strongly agree = 9.

Eight students strongly disagreed with the “important” statement, and four (4) disagreed. Thirty (30) and twenty-three (23) students respectively either agreed or strongly agreed that internationalizing was important. Sixteen (16) students responded either strongly disagree or disagree to the “supportive” statement, while the majority responded with agree (31) or strongly agree (18).

Among the nineteen (19) who did not identify their status, seven (7) either disagreed strongly or disagreed, while 12 agreed or strongly agreed with the “important” statement. Likewise, seven (7) strongly disagreed or disagreed with the “supportive” statement, and eleven (11) either agreed or strongly agreed.

Responses to: “It is Important to internationalize.”

	Status				Total
	Other	Faculty	Staff	Student	
Strongly Disagree	4 21.1%	1 12.5%	1 3.7%	8 12.3%	14 11.8%
Disagree	3 15.8%	0 .0%	0 .0%	4 6.2%	7 5.9%
Agree	8 42.1%	3 37.5%	16 59.3%	30 46.2%	57 47.9%
Strongly Agree	4 21.1%	4 50.0%	10 37.0%	23 35.4%	41 34.5%
	19 100.0%	8 100.0%	27 100.0%	65 100.0%	119 100.0%

Responses to: “I am very interested in supporting internationalization.”

	Status				Total
	Other	Faculty	Staff	Student	
No status indicated	1 5.3%	0 .0%	0 .0%	0 .0%	1 .8%
Strongly Disagree	4 21.1%	2 25.0%	1 3.7%	7 10.8%	14 11.8%
Disagree	3 15.8%	0 .0%	1 3.7%	9 13.8%	13 10.9%
Agree	7 36.8%	3 37.5%	16 59.3%	31 47.7%	57 47.9%
Strongly Agree	4 21.1%	3 37.5%	9 33.3%	18 27.7%	34 28.6%
	19 100.0%	8 100.0%	27 100.0%	65 100.0%	119 100.0%

Although faculty did not provide written comments regarding recommendations about how to enhance interest and involvement in internationalization, thirteen students (13) and three (3) staff did make brief comments as follows:

Staff comments:

- Make sure faculty can speak/write English!
- Provide funds for international study.
- Better advertise the W.

Student comments:

- Our campus just needs some good promotion.
- Have more meetings with different students.
- Have more diversity and cultural programs that inform them of other places to have a campus.
- Might show the benefits--that would make them want to help.
- Would suggest having faculty & students take part in an international day. Where the campus would have booths set up on various countries.
- They need to bring back sports.
- Reinststitute the sports program! Students will come if they can play sport on scholarship.
- Make sure students can understand language (no language lrng barriers) & understand cultural background.
- Athletics; & change name to promote a more males in attendance.
- Offer more online classes so that international students can enroll.

Two participants who did not identify their status also made comments as follows:

Other Comments:

- Health fair is a good idea to have involvement.
- Let's not get into this immigration mess.

Although interest seems robust among the persons polled, there were some indications that efforts to enhance interest in internationalizing the curriculum should be undertaken.

Recommendations:

- Enhance awareness among campus stakeholders regarding the importance of international and cultural diversity among faculty, staff and students.
- Engage campus stakeholders in dialogue regarding immigration topics/ rhetoric.
- Enhance the place of internationalization in MUW's vision, mission, and guiding principles, and put those statements into concrete action.
- Support and publicize current international student events (e.g., International Day).
- Develop a "borderless host" initiative with faculty & staff hosting international students.