Fall 2014

Framework for Comprehensive Internationalization

International Education Council

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Framework for Comprehensive Internationalization  
Version: Fall 2014

I. Institutional Culture
A. Faculty initiative: what does global engagement mean program by program, unit by unit?
B. Senior leadership commitment.
   1. Consistent rhetoric about all aspects of internationalization.
   2. Resource allocation.
C. Interdepartmental/unit/institute coordination.
D. International hiring initiative; tenure and promotion incentives.
E. Staff professional development incentives.

II. Internationalization of the Curriculum
A. Global learning objectives (GLOs): knowledge, skills and attitudes we want our students to have upon graduation.
B. Language training.
   1. Comprehensive (majors/minors with some literature and culture focus). Buttress existing capacity and stem loss of the languages we offer.
   2. Functionality for disciplinary work.
   3. Language requirements.
   4. English as a second language (ESL).
C. General education.
   1. Keep track of and contribute to current general education revision process.
D. Internationalization of the disciplines.
   1. Fully internationalized courses.
   2. Courses with international components.
E. Specialized international majors and minors, e.g., GIS, comparative religion, international and comparative politics, international business (minor).
F. Certificate programs.
   1. Traditional area studies.
   2. Thematic programs, e.g., peace and conflict studies; global health; ethnics, values and society; or general global competence.
G. Pedagogies for increasing intercultural competence.
H. Advising (major, college and university).

III. Student Mobility
A. Study abroad.
   1. Variety and quality of offerings.
   2. Integration into the curriculum.
B. International students.
   1. Recruitment.
   2. International student services.
   3. International student activities.
   4. Integration of international students into campus community and global engagement activities.

IV. Student Affairs
A. Residence life.
   1. Global living experience.
      i. International and domestic student dormitories or floors.
      ii. Language or cultural interest floors.
      iii. Culturally sensitive dining options (halal/kosher foods, exceptional hours during Ramadan, etc.).
   2. Demonstrated intercultural communication skills as an explicit job requirement.
B. Health services.
   1. Awareness of health beliefs and healthcare delivery systems in other countries.
C. Co-curricular/extracurricular student activities and RSOs.
   1. Inclusion of international perspectives in student leadership and governance.
   2. Support for joint international/multicultural student activities.
   3. Global center: a place for international and domestic students to meet and share perspectives (news, sports, leisure activities) and a place to host cultural events.
D. Career services.
   1. Advising for international careers and international internships.
   2. Local internships with globally-engaged business or non-profits.

V. International Service and Outreach
A. Faculty service in international locations or organizations.
B. Consulting.
C. Service learning for students.
D. Outreach to local community (schools, civic groups, etc.).

VI. International Research and Creative Activities
A. International and collaborative research.
B. Travel support.
C. Build on strategic institutional partnerships.

VII. Faculty and Staff Development
A. International hiring.
B. Incentives for curriculum development, language acquisition, or cross-cultural training.
C. Faculty exchange.
D. “How to” workshops.
E. International opportunities for staff.

VIII. Resources and Mechanisms
A. Faculty lines.
B. Global partnerships.
C. Grants and development.
D. Fulbrights and other external funding sources for faculty, staff and students.
E. Internationalization team (IEC, college international committees).
F. International office (Haenicke Institute for Global Education).

IX. Assessment
A. Focus on global learning outcomes.

X. Alumni Relations
A. US alumni.
   1. Database of students who studied abroad or completed internationally-oriented curricula.
B. International alumni.
   2. Database organized by country to build upon existing overseas alumni groups or encourage new ones.

XI. Marketing/Communications/Enrolment Management
A. Infusion of global engagement into material and communications that define the identity of WMU.
B. Use as recruitment incentive for incoming students.