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Framework for Comprehensive Internationalization

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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.