



An Assessment of Globalization Efforts at UW-River Falls: Strengths, Weaknesses, Opportunities and Threats

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Survey Research Center Report 2009/15
April, 2009

Students working for the Survey Research Center – Megan Glenn, Grady Stehr, Ashley Julka – were instrumental in the completion of this study. We also thank Charlie Rader, Chair, and the rest of the Faculty Senate International Programs Committee for their input throughout this survey process. Finally, we thank the UW-River Falls faculty, staff, students, and administrators and River Falls community members for taking the time to complete this survey.

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Executive Summary

An on-line survey to assess UW-River Falls' strengths, weaknesses, opportunities and threats was sent to 211 students, faculty, staff, administrators, and community members who, the Faculty Senate International Programs Committee believed, would have informed opinions about international efforts on the campus. Initial invitations to complete the survey were sent on March 4, 2009 and reminders were sent to non-respondents on March 9th and 11th. A total of 116 people had completed the survey by the time it was closed on March 13th, which is a robust 55 percent response rate.

A very nice mix of participants were included in the final sample: students made up more than 40% of the sample, faculty and teaching academic staff comprised nearly 40%, and the remainder were mostly administrative personnel on campus. Forty percent of respondents said they were very involved in international efforts on campus, 35% said they were involved and the remaining 25% were only somewhat or hardly involved at all. More than half the respondents said they read and speak a foreign language at an intermediate level or better; just less than 50% write a foreign language at that level.

Participants were asked to provide their input on internationalization/globalization efforts at UW-River Falls in terms of overall efforts, faculty-staff-administration, students, and the community. Respondents were told that strengths and weaknesses referred to factors internal to UW-River Falls (e.g. study tour opportunities offered by the campus) that we do well or poorly and that opportunities and threats refer to factors outside of the University's direct control (e.g. changing macroeconomic conditions) that could positively or negatively affect campus internationalization efforts. In general, respondents did much better with respect to identifying strengths and weaknesses than opportunities and threats; several external factors identified by respondents are, in fact, things under the campus' control.

Strengths. The results of this survey suggest that the internationalization efforts on the UW-River Falls campus are relatively strong. Respondents felt that there is a core of highly committed faculty, staff, administrators and students and that the university has signaled its commitment to internationalization through its strategic plan and academic offerings/requirements (e.g. the International Studies major and the University's Global Perspectives course requirement). Most respondents also seem content with the portfolio of international offerings (majors, study tours, semester-length programs). The River Falls community is seen as a safe and relatively welcoming place for international students and our location has a number of geographic advantages (an international airport, proximity to a major metro area), even if these advantages are poorly utilized (e.g. because of lack of public transportation to the Cities).

Weaknesses. A consistent theme throughout this survey is that the university has not allocated sufficient financial resources to the task of internationalizing the campus. This financial challenge is seen as adversely affecting our students (who have a hard time financing an international experience) and our faculty (many comments indicate that too much of the campus' internationalization efforts are coming out of the hides of a relatively small group of motivated and interested faculty). Another concern relates to the challenges that students in many majors have in terms of fitting an international experience into their program while still graduating in a timely fashion. Some respondents feel that the current array of foreign languages is insufficient and that an even broader array of international travel opportunities is needed. While the geographic location of UW-River Falls offers a number of advantages, many comments indicate that the lack of public transportation limits our ability to use those advantages.

Opportunities. The most consistent opportunity identified is that UW-River Falls should focus on expanding partnerships with other UW campuses, with alumni and emeriti faculty, with the business

community and others as a means of increasing the breadth and depth of international experiences available to students, faculty, and staff. One particular collaborative partnership, according to these respondents, that could be expanded is with the broader River Falls community.

Threats. Threats identified by this group of respondents focused on the poor economic conditions prevailing in the spring of 2009, concerns about the ability of members of the UW-River Falls community to travel safely to many parts of the world, and on declining state support for the university as a whole. The relatively poor salaries offered to faculty in the UW-System was noted as a threat in terms of our ability to attract new faculty with strong international expertise. The local infrastructure (e.g. transportation and culturally appropriate foods) was also seen as a threat to our ability to attract international students.

In sum, there seems to be a relatively high level of satisfaction with the array of international programs currently offered by UW-River Falls. However, one of the university's other strategic goals is sustainability and there is an undercurrent of concern running through these comments that the current level of effort may not be sustainable. The current level of internationalization could fall victim to faculty burn out and an inability to recruit top notch faculty. It could fall victim to national and international economic or political problems or to short-term state fiscal decisions. In short, maintaining the status quo seems to be a challenge, much less expanding internationalization efforts.

Survey Purpose and Methods

The goals of this survey were to assess

- the degree to which the UW-River Falls campus has institutionalized our internationalization/globalization efforts
- what our strengths, weaknesses opportunities and threats are with respect to this strategic priority.

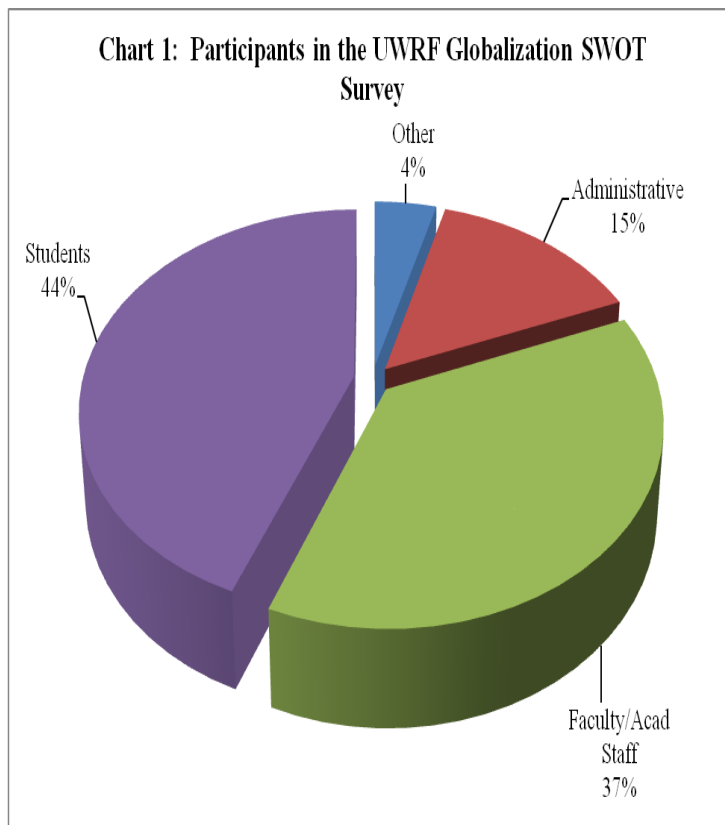
The study was also done to provide background information for an external consultant who is expected to examine the campus' internationalization/globalization efforts and suggest improvements.

The Faculty Senate International Programs Committee developed a questionnaire and identified 211 students, faculty, staff, administrators, and community members who were asked to complete the survey. The recipients of the survey were selected because the Committee believed they would have informed opinions about international efforts on the campus. For example, students majoring in International Studies were invited to participate, as were faculty who have been involved in international programming and community members who have served as host families or are local elected officials.

The Survey Research Center at UW-River Falls deployed the survey, compiled and verified the data and produced this report. The initial survey invitation was sent on March 4, 2009, and reminders were sent to non-respondents on March 9th and March 11th. A total of 116 people had completed the survey by the time it was closed on March 13th, which is a robust 55 percent response rate.

Survey Participants

Chart 1 shows that students made up more than 40% of the participants in the survey, that faculty and teaching academic staff made up nearly 40% and the remainder are mostly administrative personnel on campus. The people in the "Other" category were primarily administrative (office support, mixed faculty-administrative) or emeriti faculty.



Participants' Engagement in Internationalization

Based on the results in Chart 2, roughly three-quarters of the participants assessed their involvement with internationalization/globalization efforts on campus as “involved” (34%) or “very involved” (40%). This suggests that the opinions we will summarize come primarily from people who are relatively well informed about campus efforts in this area. More than half of the faculty (58%) and administrative (53%) respondents said they are heavily involved in internationalization efforts on campus compared to less than 20% for students. These differences are statistically significant. Nearly half (47%) of students said they are “involved” in campus globalization efforts.

Faculty were asked to estimate the proportion of international content in classes they teach. A total of 67 classes were rated by faculty and international content makes up 25 percent or less of the content of 28 of these classes (42% of the total number of classes). International content makes up more than half the content for another 28 classes (42%) rated by faculty and teaching academic staff. Classes at UWRF, based on this sample, appear to either have very little or a fairly heavy emphasis on global topics.

All participants were also asked if they had been involved in three specific types of international experiences:

- had they led or participated in a study tour
- had they been involved in some sort of international professional experience (presented a paper at an international academic conference, done a service project, etc.)
- had spent an entire semester abroad teaching, studying, or doing research

Almost half the respondents indicated they had participated in each of these three activities. Students and faculty have participated in study tours in roughly equal proportions but, not surprisingly, faculty were significantly more likely to report involvement in international professional experiences (77%) than were students (20%). At nearly statistically significant levels, faculty respondents were more likely to say they have had semester-length overseas experiences (65%) compared to students (45%). In terms of administrators, about half report having been involved in an overseas professional experience, about a third report having led or participated in a study tour and having had a semester-length overseas experience.

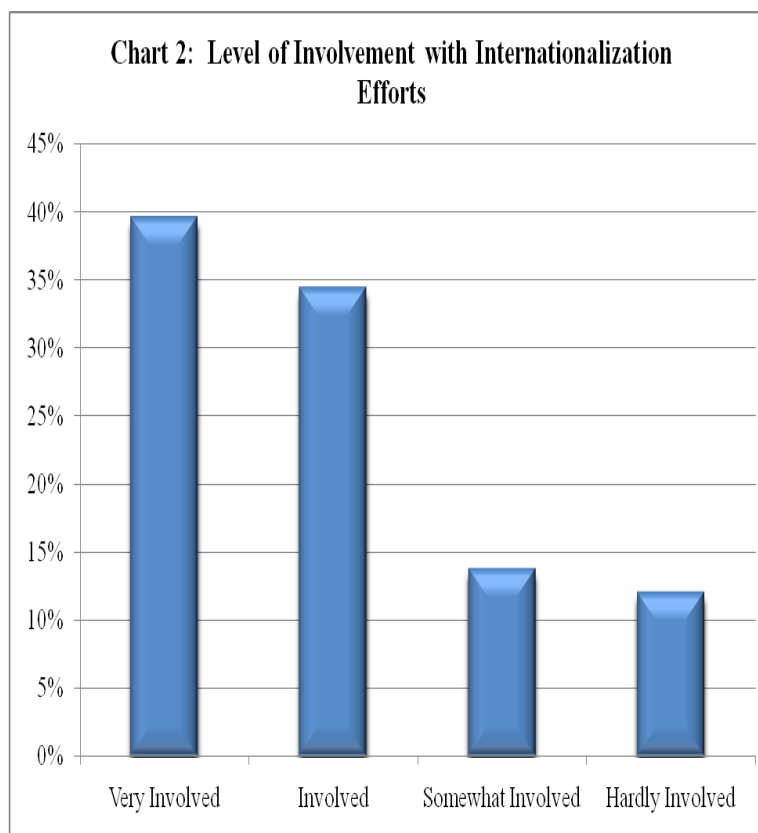
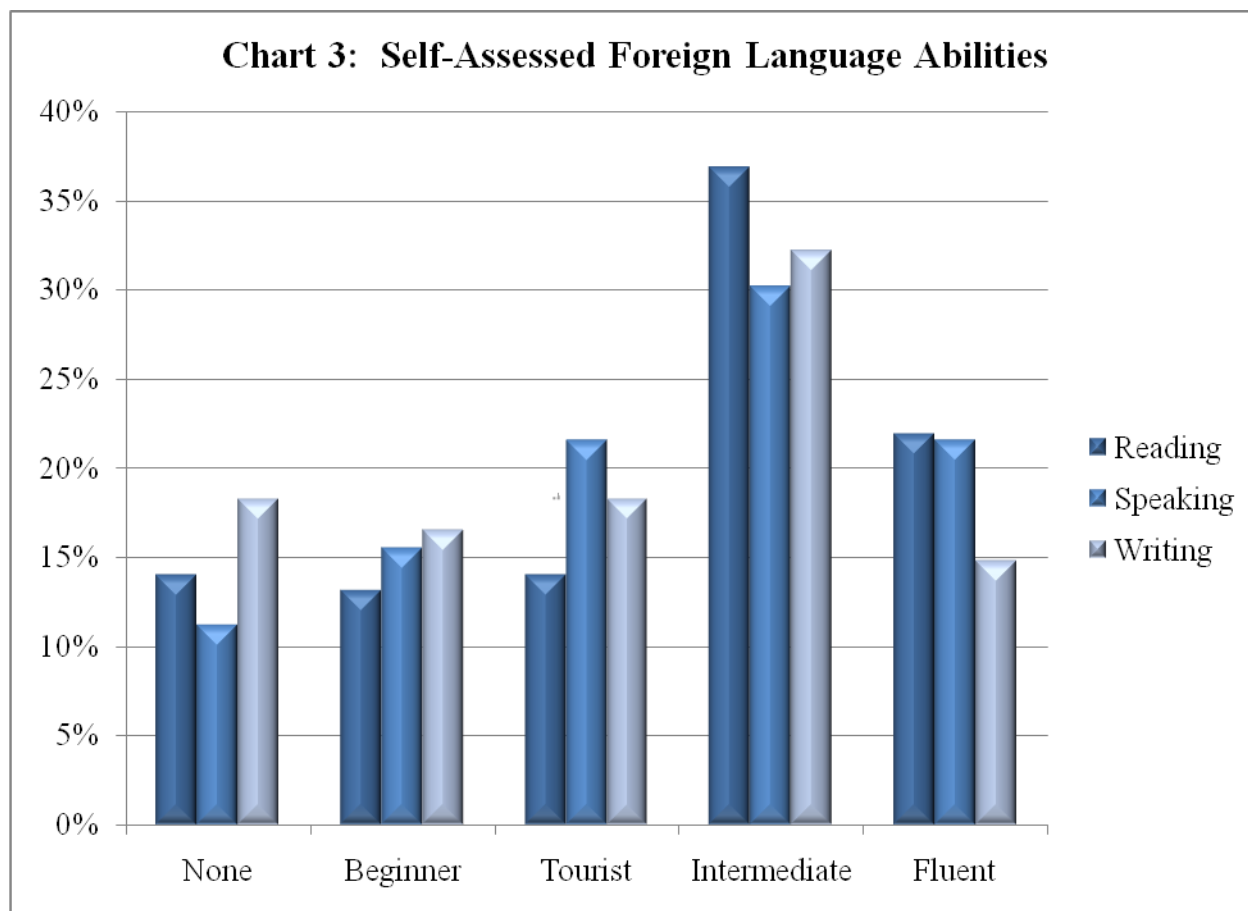


Chart 3 shows the self-assessed level of foreign language abilities among UW-River Falls faculty, staff and students (Reading = left column, Speaking = middle column, Writing = right column). Members of the university community gave themselves slightly higher marks with respect to their ability to read a language other than English – nearly 60 percent rated their reading ability as intermediate (37%) or fluent (22%). A similar proportion feel they are fluent speakers of a foreign language (22%) but somewhat fewer rated themselves as intermediate level speakers (30%) than was the case with reading. Slightly less than half said their writing skills in a foreign language were intermediate (32%) or fluent (15%).

There are no statistically significant differences in language competencies based on the degree of involvement in international efforts on campus but there are highly significant differences based on respondents' role on campus.

- Students self-assessed their language abilities at consistently higher levels than faculty or administrators. For students, 73 percent said they were fluent or intermediate with respect to reading, 67 percent with respect to speaking, and 61 percent with respect to writing.
- Faculty and teaching academic staff occupied a middle ground with respect to these abilities: 60 percent said they were fluent or intermediate with respect to reading, 53 percent with respect to speaking, and 46 percent with respect to writing.
- Only 20 percent of administrators claimed fluency or intermediate level ability with respect to reading, 17 percent with respect to speaking, and 13 percent with respect to writing.



Participants' Assessment of Internationalization at UW-River Falls

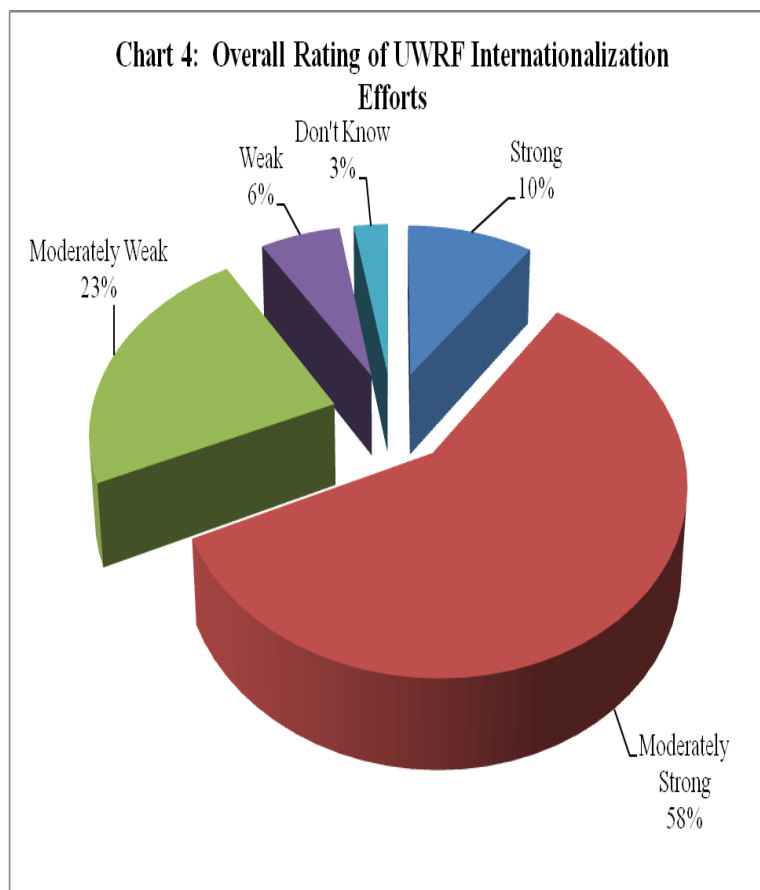
Participants were asked to provide their input on internationalization/globalization efforts at UW-River Falls in terms of overall efforts, faculty-staff-administration, students, and the community. Each of these four topic areas began with a quantitative assessment followed by open-ended comments on the strengths, weaknesses, opportunities, and threats for each. Respondents were told that strengths and weaknesses referred to factors internal to UW-River Falls (e.g. study tour opportunities offered by the campus) that we do well or poorly and that opportunities and threats refer to factors outside of the University's direct control (e.g. changing macroeconomic conditions) that could positively or negatively affect campus internationalization efforts. In general, respondents did much better with respect to identifying strengths and weaknesses than opportunities and threats; several external factors identified by respondents are, in fact, things under the campus' control.

Finally, respondents were given a final open-ended question in which they could add any other comments they would like. The SRC has placed comments into categories. If a comment related to multiple categories, it was split into component parts.

All comments are compiled in Appendix A.

Overall Internationalization Efforts at UW-River Falls

About two-thirds of the respondents said that the overall internationalization effort at UW-River Falls is strong (10%) or moderately strong (58%). Most of the remaining third said the overall effort is moderately weak at best. The pattern of responses based on level of involvement in internationalization efforts is interesting and complex. Compared to the average, those with the least involvement were significantly more likely to say they couldn't rate the campus's efforts (21%) or to say campus efforts were weak (29%). Ratings peaked among those who said they are involved (75% rated our efforts as strong or very strong) or somewhat involved (73% strong or very strong). Those most involved gave slightly lower ratings (71% strong/moderately strong – 27% weak/moderately weak). While not statistically significant, students rated campus efforts more highly than did faculty/staff (e.g. 0% of faculty rated overall university efforts as strong, 20% of students did so).

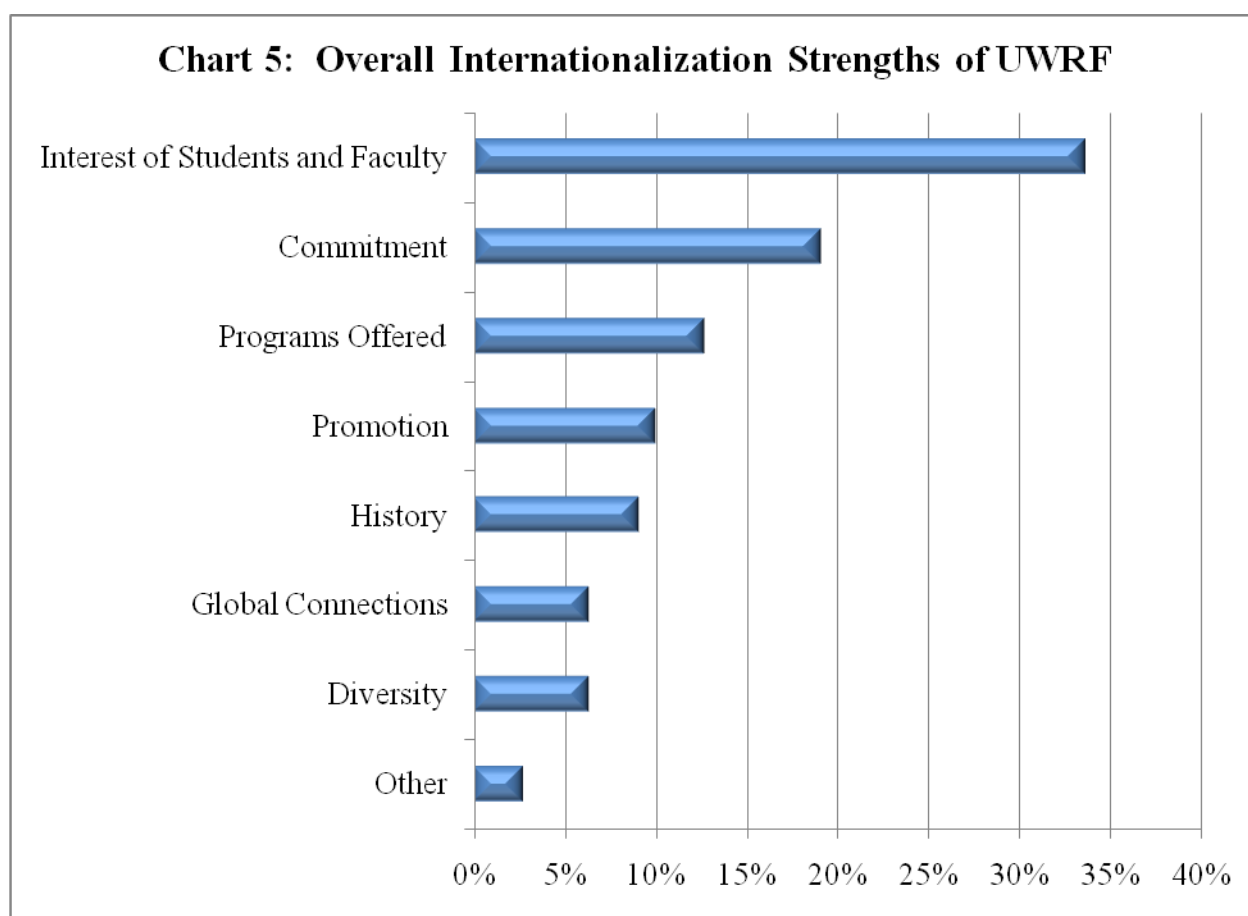


Institutional Strengths. A total of 110 comments were received concerning strengths of the overall internationalization/globalization efforts at UW-River Falls. The SRC categorized these comments into eight topical groups as shown in Chart 5.

About one-third of the comment centered on a theme of general interest in internationalization/globalization on the part of faculty, staff and students. Typical comments about the interest of campus groups include:

Broad and deep commitment across colleges to internationalization--from the faculty to the deans / Strong enrollments in International Studies / Strong student participation and interest in study abroad / Stipends for CAS majors to study abroad / Institutional leadership that supports internationalization / A long tradition of recruiting international students

A strong interest among faculty and students in the many areas of international travel and study.



Nearly one-in-five said the University's commitment to internationalization was a strength. In some instances, commitment referred to the overall institution and in others to the commitment of individuals. Typical comments include:

The UWRF mission statement is clear and unambiguous in its emphasis on global awareness. Our mission is to help students emerge from this institution as "citizens and leaders with an informed global perspective."

We recently created the International Studies major and the number of students in it has grown dramatically, and we have a number of highly committed faculty and staff with international interests.

In terms of programs offered, respondents cited the variety of study tours that are available and the international travelling classroom.

Those with a higher level involvement in internationalization efforts were more likely to include a comment about the level of international interest on the campus, our commitment to this strategic goal and the history of internationalization efforts. Those with greater engagement were less likely to identify promotion of international opportunities, the international diversity represented on campus, Global Connections, or programmatic offerings as overall strengths.

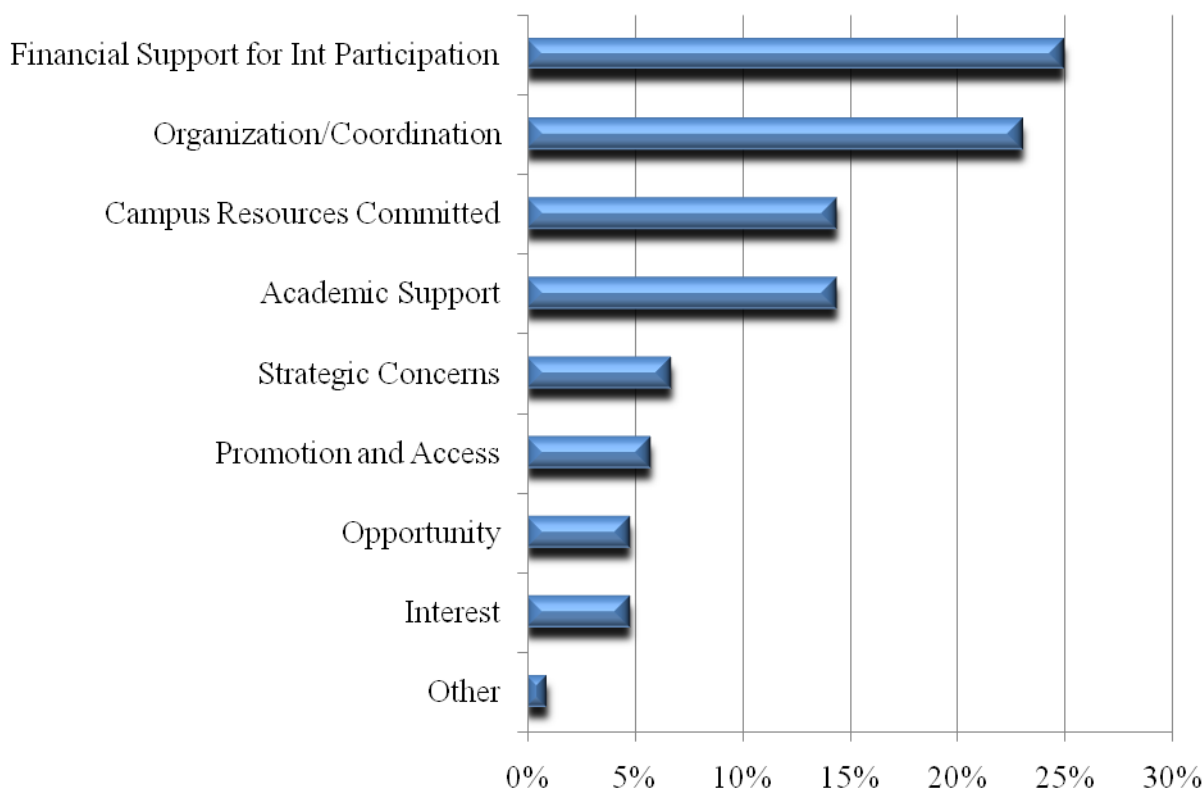
There is also an interesting pattern of responses when considered by campus position. Administrators were significantly more likely to identify commitment to internationalization, faculty to cite interest among students and faculty, and students to say the array of programs and their advertisement (promotion) were institutional strengths.

Institutional Weaknesses. One-quarter of the 104 responses identifying overall institutional weaknesses with respect to internationalization focused on a lack of financial support for international efforts on campus. In many instances, the lack of support referred to on-campus support for developing or organizing international programming (courses or international travel) and in some instances, it referred to a paucity of funds to support international travel. Representative comments included:

MONEY! A few faculty virtually volunteer massive time and energy to make the programs work with very low compensation. Not enough money to fully cover travel or preparation time.

International travel presents fiscal challenges to our students who tend to come from families with more modest incomes than is typical in the System.

Chart 6: Overall Institutional Weaknesses of UWRF



Nearly as many comments were received about organizational and coordination challenges to the campus internationalization effort. Comments related to poor organization both for our students trying to gain an international experience to lack of coordination between academic and administrative offices to an ineffective structure for welcoming international students to our campus. Typical comments include:

Uncoordinated units of the university are responsible for implementing programs that are not coordinated or assessed.

Our support of int'l students needs improvement -- from access to transportation to outfitting dorms, to host family organization.

Disconnect between GC (Global Connections) and academic units. No unified policies or plan for development in this area.

I had to jump through a lot of hoops, that most of the time I didn't understand why I was doing them.

The other two areas in which there was a concentration of comments dealt with a lack of campus resources devoted to internationalization and concerns that globalization has not been embraced across the curriculum. The lack of resources devoted to internationalization is related to a lack of financial support for international programming but focus more on inadequacy of personnel and time resources. Comments coded to this category include:

Poor Funding. Insufficient Staff Support. Lack of international travel/teaching opportunity for faculty/staff. Too few international students - 5% is goal. Disproportionate number of students do short term study abroad (too few full semester/year SA students). Need to fully integrate international/global issues/efforts into curriculum/campus life. Fulbright needs to be strengthened. Too few foreign language options and requirements (should make it a 2 year requirement). Too few visiting international scholars/teachers.

Our infrastructure in Global Connections is not sufficient to support a wide variety of international activities (i.e. there is not enough support for faculty who want to lead study tours, our students who want to study abroad, and the international students who come to UWRF).

With respect to academic support, several comments focused on the difficulty of integrating international experiences into their majors. Several other comments suggested a need for more consistent standards and quality control on study tours.

Lack of consistent approach to include international experience in every major.

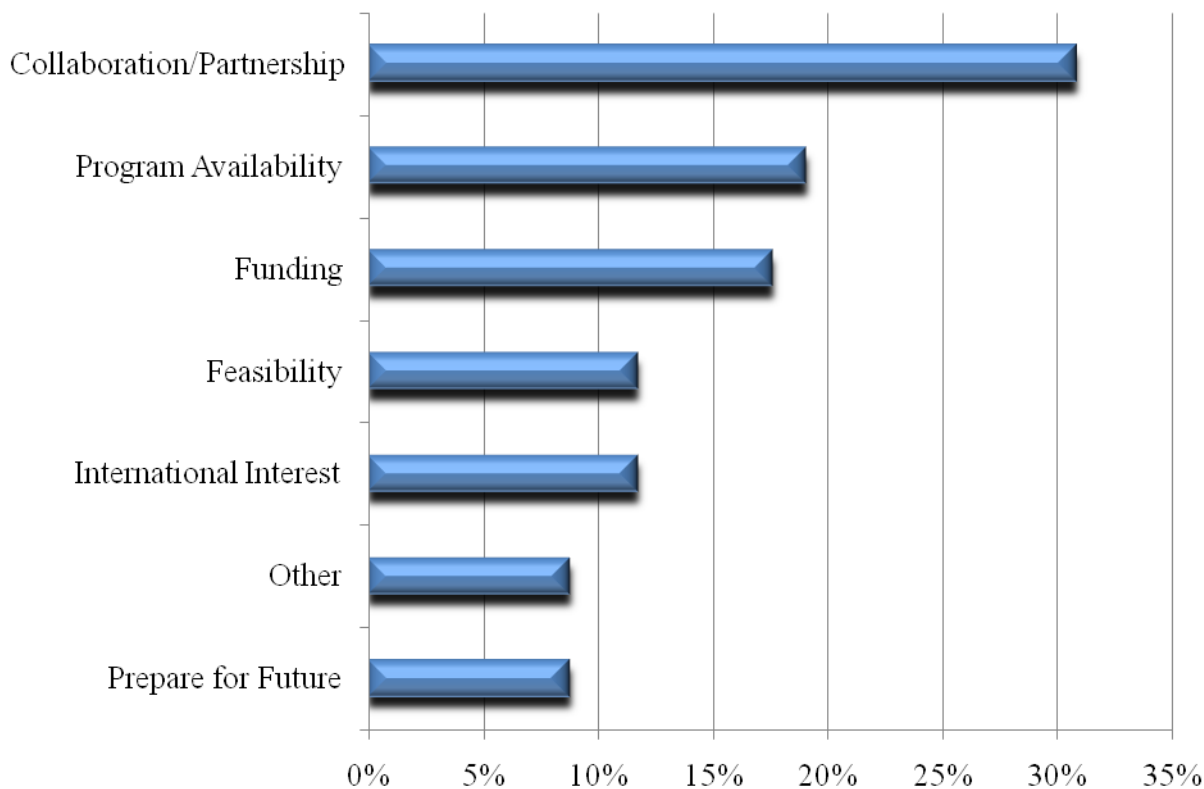
Need some oversight of academic integrity of study abroad trips.

Institutional Opportunities. As indicated by the data in Chart 7, nearly one-third of the 68 comments received about overall institutional opportunities focused on expanding collaborations and partnerships with other institutions or individuals.

Partner with U of MN and other area groups such as India Society, SE Asian Association, etc. Develop strategy for aggressive participation for International programs supported by USDA, US Dept of State, FAO, etc.

Prominent alums who were international students at UWRF--Sang Hahn and How Man Wong--and former faculty--Charles Gao. Our proximity to the international airport of MSP and the internationally diverse Twin Cities.

Chart 7: Overall Institutional Opportunities at UWRF



Program availability comments, which came disproportionately from students, tended to be less focused on external opportunities and more on the array of programs currently offered by UW-River Falls.

Institutional Threats. A total of 73 comments were received about overall institutional “threats.” In most instances, the comments identified external factors that might be expected to undermine campus internationalization efforts. Many of the threats, however, related more to internal factors.

Concern about the impact of global conditions on UW-River Falls’ globalization efforts had the largest concentration of comments. The global condition most respondents identified as a threat was the economic downturn that has dominated the news in late 2008 and 2009. The performance of the economy, it is feared, will make an international experience a luxury that many students simply cannot afford. A second, less commonly cited threat, focused on global political conditions such as terrorism or the unpopularity of Americans in some parts of the world. Faculty/Staff and administrators were more likely to identify global conditions as a threat than were students.

Poor economy that will make it more difficult for students to afford study abroad and for international students to attend our university.

It's the elephant in the room and it will grow larger: the impact of a faltering economy on students and their families. Financially-strapped students won't be able to afford (or won't think they can afford) to go abroad.

Hostile travel environment in more parts of the world make it more impractical for international travel with students. The WI legislature may be unsupportive of this sort of effort.

The second largest concentration of comments, nearly 30 percent of the total, focused on financial issues. Faculty were significantly more likely to identify financial concerns as a threat. Some of these comments lamented cuts to the UW-River Falls budget by the state legislature, which, they felt, might imperil internationalization efforts on the campus. Other comments, however, seemed more focused on budget decisions the campus might make during difficult economic times that would result in fewer dollars available for global efforts. Comments representative of both these threads include:

Declining State budgets. Some other campuses have advantage of research programs that draw foreign students.

International/globalization efforts being viewed as expendable in tight budgetary times.

Ten percent of the comments identified increasing competition from other institutions as an important threat to campus efforts in this arena. The sentiments expressed were that other universities in the region understand and implement international efforts better than UW-River Falls. Administrators were more likely to identify competition as a threat.

The remaining third of the comments in this section tended to focus not on external threats, but on internal weaknesses (lack of a strategic focus, too few faculty/students interested in internationalization, etc.).

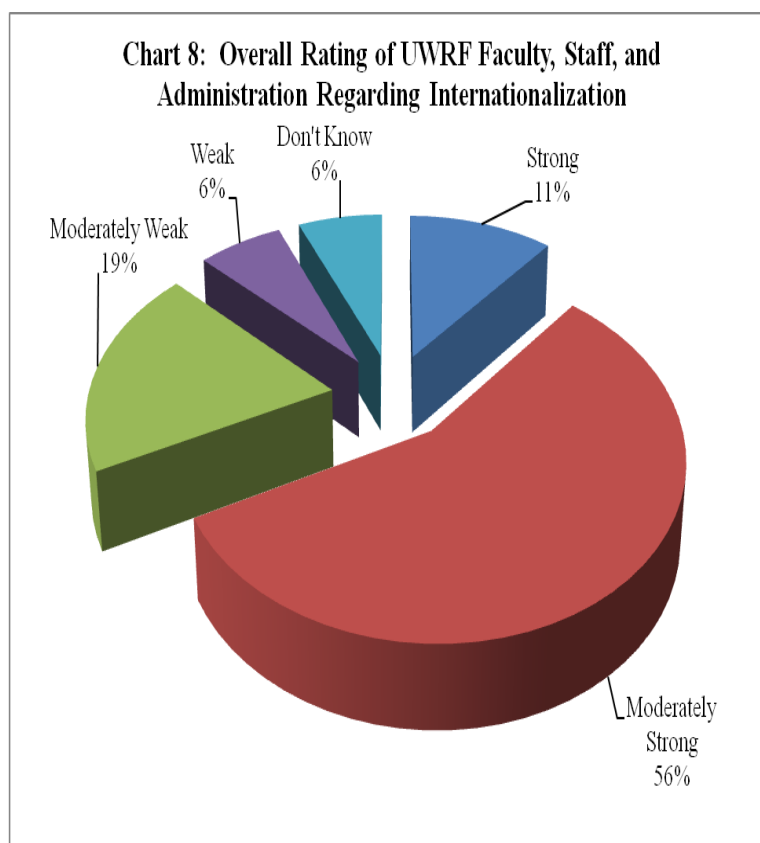
Faculty, Staff, and Administration and Internationalization Efforts at UW-River Falls

Chart 8 presents a picture quite similar to Chart 4; about two-thirds rated faculty, staff, and administration efforts with respect to internationalization as strong (11%) or moderately strong (56%), about one-quarter gave them a weak rating, and about one in twenty said they didn't have an opinion. The rating given faculty, staff, and administrators tended to increase as the level of involvement in international programming increased.

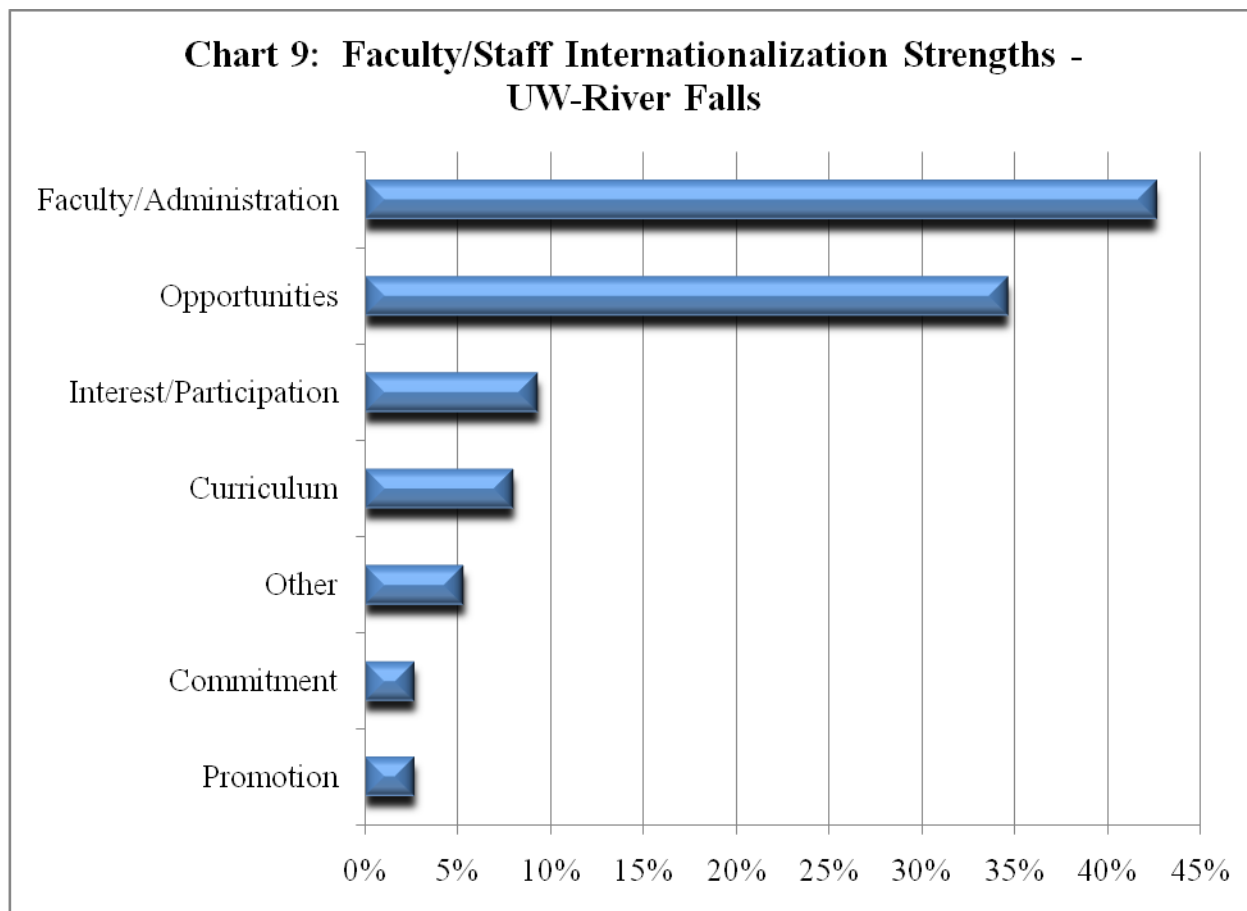
Faculty/academic staff gave significantly lower ratings to this group than did others on campus (60% of faculty and teaching academic staff gave ratings of strong or moderately strong compared to 71% of administrators and 73% of students – 15% of faculty gave this group a rating of weak compared to 0% for administrators and 2% for students.)

Faculty, Staff, Administrative

Strengths. More than three-quarters of the comments about UW-River Falls



overall faculty, staff, and administrative globalization strengths fell into two areas. The comments in the category titled “faculty/administration” in chart 9 were virtually all a variation on a theme that UW-River Falls has a hard working and interested set of faculty and administrators who are supportive of internationalization efforts.



The comments grouped into the “opportunities” category generally indicate satisfaction with the array of international programming available on campus.

A solid array of study tours and programs run by a core group of dedicated faculty and staff.

Many programs, changes in curriculum, and travel opportunities in the international area have been added in recent years.

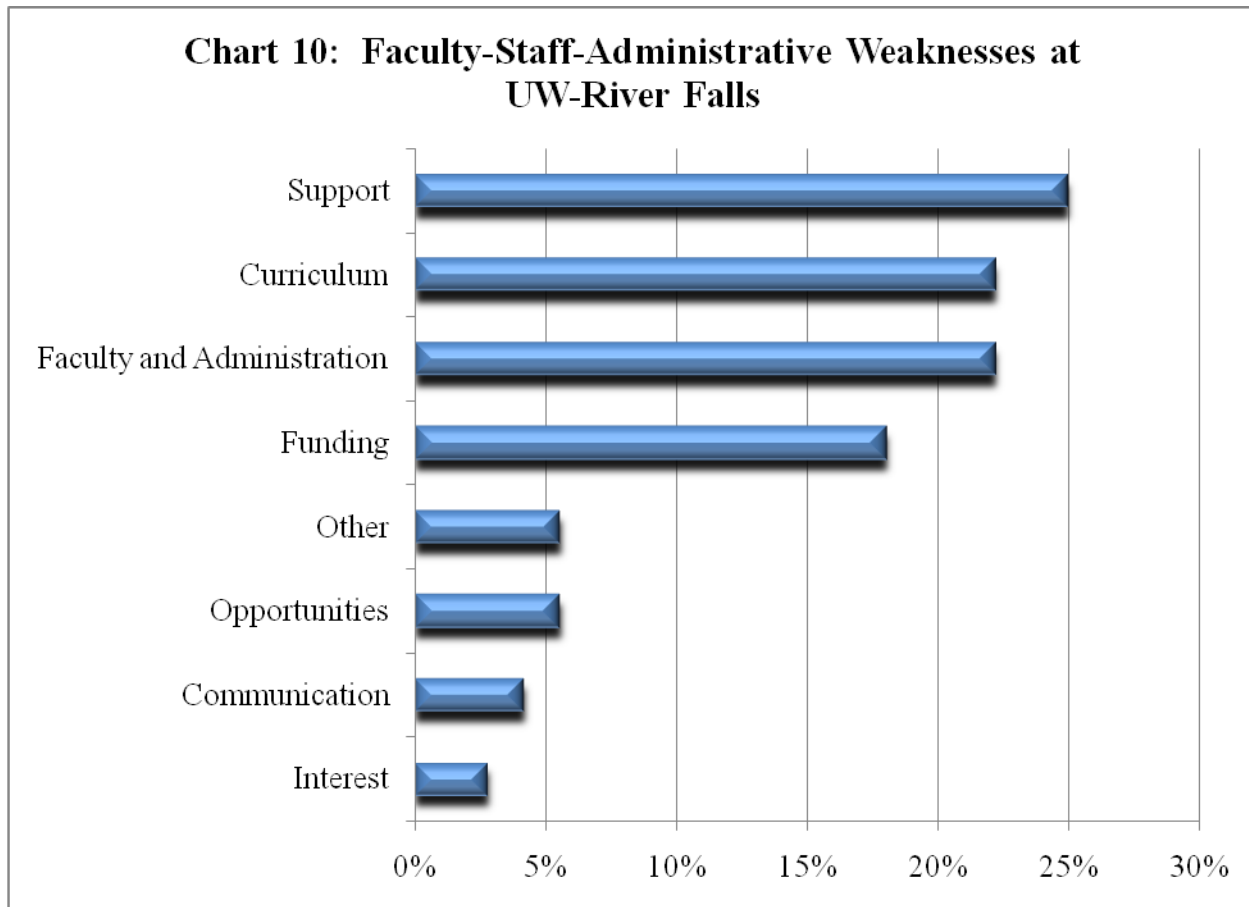
Faculty, Staff, Administrative Weaknesses. Respondents had 72 comments about UW-River Falls faculty, staff, and administrative weaknesses. As Chart 10 indicates, there were similar numbers of comments in four categories: support, curriculum, faculty and administration, and funding.

Under the support category, many comments focused on the shortage of faculty and administrative personnel to support a robust globalization effort. Faculty were significantly more likely to identify a weakness in this category of comments. In this, and most other sets of comments, the Global Connections is singled out in a few comments. Global Connections gets both praise (“Good support people in Global Connections”) and criticism (“Disconnect between Global Connections and academic units”). Some commentators also feel that campus policies and organizational structures on campus are unsatisfactory.

Support often times is atrocious. Too many times I have been to a campus seminar by the "Global Connections" staff and been the only one there to hear a handful of PhD's sharing a treasure trove of their work(s). Where is the leadership from the departments/colleges to support the obvious transition to the needs a 21st century world from a 21st century institution? The days of the old Normal School are long gone and relegated to UWRF's posterity. The diversity footprint on this campus is like a size 7 foot in a size 12 boot: you will get there, painfully, but the trip will not be it's own reward. One only need look at the rapid decline of the cultural student clubs on campus (LSO, BSO, NASO) and we are missing the boat on Middle Eastern Student involvement. We have the faculty; but no student "umpf" to drive this institutions' push into the Middle Eastern area of "Globalization". Who is going to lead the real reconstruction in Iraq/Afghanistan/Pakistan/etc. as the West pulls out of the Middle East? It will be other institutions who are engaged, diversified, supportive and willing to take chances in order to be on the cutting edge in the education frontier.

The growth agenda means that the smaller number of faculty and staff that are still here (after multiple rounds of budget cuts, lapses, and less-than-inflation increases in our budget) are having to deal with many more students and have little time or energy left over for developing new international programming or even maintaining the ones we have. As noted, Global Connections is of moderate use, to be charitable.

No clarity/integration of policies. Not really embedded in our curriculum at all. Ad-hoc, sporadic energies devoted to pursuing opportunities.



The primary comments about weaknesses in the curriculum focused on limited availability of classes and inadequate integration between international experiences and students' majors. A disproportionate

number of comments in this section came from students. Several comments also indicated that the array of internationally-focused majors on campus is insufficient.

Poor integration of international experience in our curriculum; unclear policies in that area.

I think that there could be more internationalization/globalization classes embedded in the curriculum. There could be more majors/minors too.

Weaknesses perceived in the faculty and administration category included a belief that more faculty and administrators need to be involved in international efforts, inadequate expertise or preparation among some faculty, and resource challenges facing faculty and their departments. Those who said they are most deeply involved in internationalization efforts were more likely to include a comment identifying a faculty or administrative weakness.

Difficulty in expanding beyond the core "believers" among faculty and staff.

Some faculty have only limited experience yet think themselves experts. Others burnout.

Challenging to lose a faculty member in a small program to study abroad programs.

The final large group of comments focused on funding and, largely echoed the funding comments received in the overall institutional weaknesses as discussed on page 11 (e.g. lack of funding for faculty or students to engage in international experiences).

Faculty, Staff, Administrative Opportunities. Only 34 comments were received about UW-River Falls faculty, staff, and administrative opportunities. The largest category of responses (11 comments) to this question is “other” and is mainly filled with comments such as “don’t know” or “same as stated in previous question.” Of the remaining comments, more than half refer not to external opportunities but to internal weaknesses and these were largely covered in earlier sections. One interesting (internal) suggestion was that UW-River Falls consider requiring all incoming freshmen have a passport. Eleven of the 34 comments suggested increasing efforts to collaborate with other groups with international interests (e.g. working with other UW campuses, using non-UWRF instructors for international programming, learning from the experiences of other schools who perhaps have stronger programs).

Faculty, Staff, Administrative Threats. We received a total of 52 comments about UW-River Falls faculty, staff, and administrative “threats.” About one-quarter of the threats identified were not, strictly speaking, external to UW-River Falls (e.g. one said that UW-River Falls should not sacrifice foreign language programs or the Global Connections office in the face of a difficult university budget). The largest number of comments (23 percent of the total) focused on financial issues. Few of these were specific to the faculty, staff, or administration - most decried the general lack of funding available in this area. One threat specific to this category that was not mentioned elsewhere stated that, “*Relatively poor salaries means that it is difficult to compete for new faculty that could buttress our international programming.*”

Students and Internationalization Efforts at UW-River Falls

Compared to overall and faculty-staff-administrative internationalization efforts, a somewhat lower percentage of respondents rated the institution's efforts, as they relate to students, as strong (9%) or moderately strong (45%). About 4 of 10 rated student-focused programming as weak or moderately weak. The more involved a respondent, the more likely they were to rate student-focused internationalization campus efforts as moderately weak (and less likely to rate those efforts as strong or moderately strong). Interestingly, students are significantly more satisfied with student-focused internationalization efforts than are faculty or administrators (60% of students rated these efforts as strong or moderately strong compared to only about 50% of faculty and administrators).

Student Strengths. The 60 comments about UW-River Falls' overall strengths of student-focused globalization efforts focused primarily on program availability and interest and enthusiasm. With respect to program availability, many comments said that there were many travel opportunities with a good variety of destinations. Some indicated that the number and variety has expanded in recent years.

Similarly, most of the comments about interest and enthusiasm noted that UW-River Falls' students, at least a minority of them, have great passion for international travel experiences. These students, according to some comments, act as catalysts that spark the interests of other students. Those with the highest level of involvement in campus internationalization efforts were significantly more likely to include a comment about the level of interest and enthusiasm of our students.

Student Weaknesses. We received 90 comments about UW-River Falls' weaknesses with respect to student-focused international efforts. As Chart 13 indicates, one-third of these focused on the lack of financial support available to students. Faculty and teaching academic staff were significantly more likely to note the lack of financial support for students as a weakness. In addition to the general statements about funding and the costs associated with international travel programs, some comments identified considerations that are somewhat unique to UW-River Falls:

Disbursement dates of financial aid often conflict with payments due for study abroad programs.

For our students international study is not just a matter of up-front costs, it's also a matter of lost income. Something has to/can be done to address that.

Many of our students come from families of modest means; they often do not have funds to support foreign travel for their children.

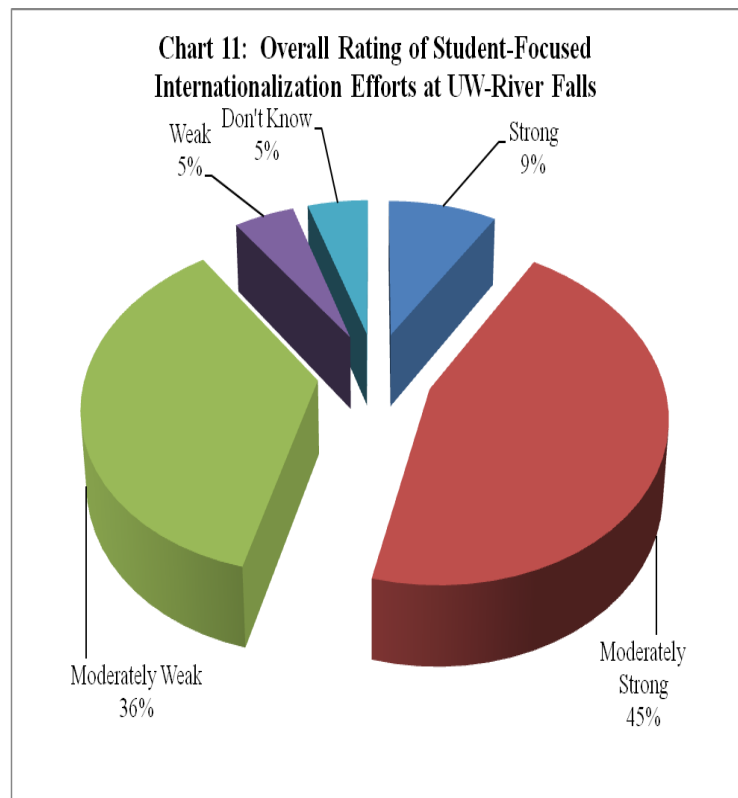


Chart 12: Student-Focused International Strengths, UW-River Falls

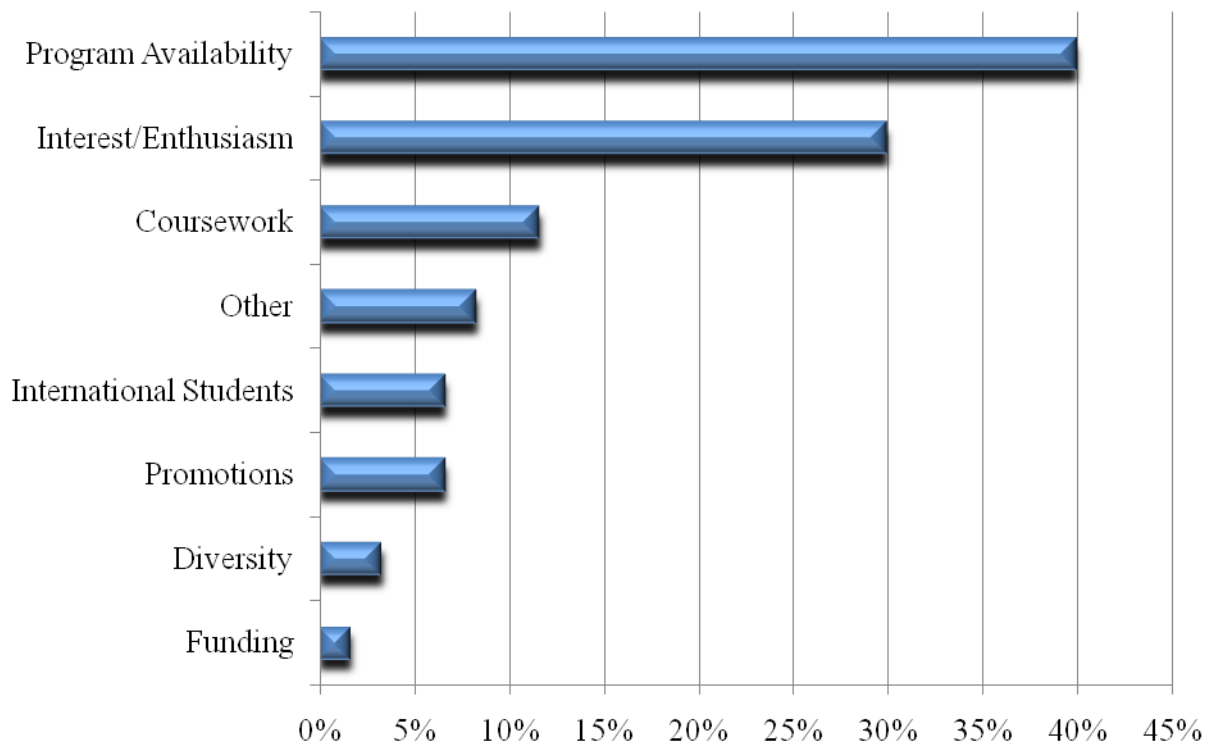
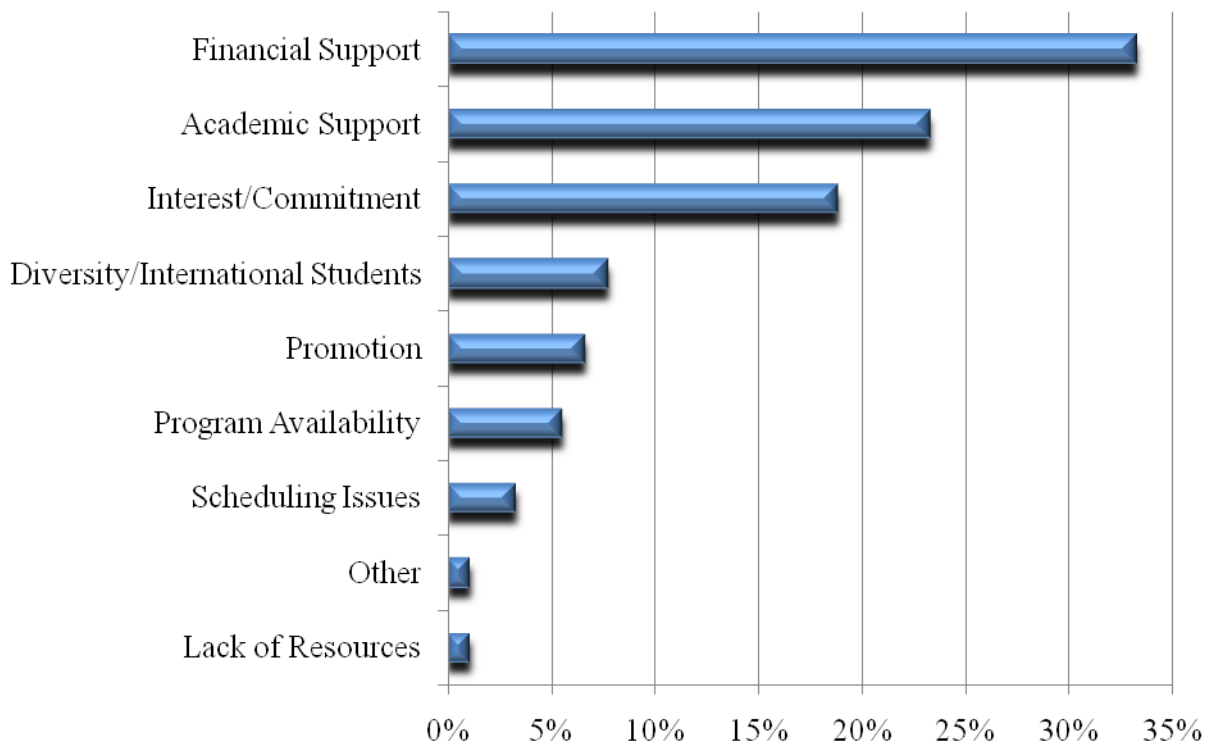


Chart 13: Student-Focused International Weaknesses, UW-River Falls



Most of the academic support weaknesses identified reiterate earlier points: limited number of foreign language options and difficulty fitting an international experience into some majors.

The “Interest/Commitment” category was dominated by comments suggesting that most students on campus are apathetic when it comes to international issues. Some comments indicated that too often the interests of students in international opportunities are limited to the tourism aspects.

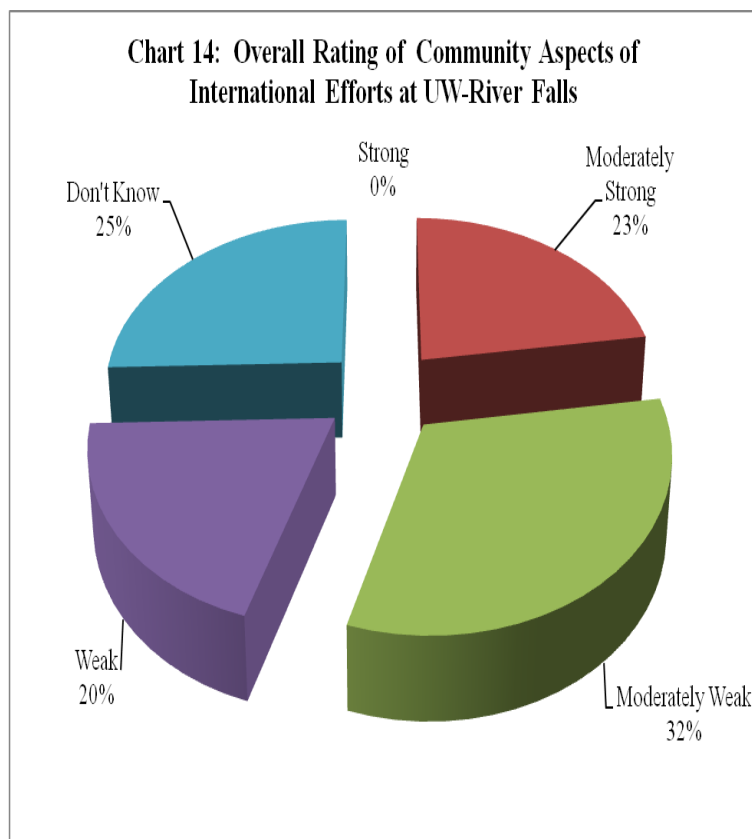
Student Opportunities. We received only 39 comments about student-focused opportunities at UW-River Falls’ internationalization efforts. About one-third of these comments pertained to internal issues rather than external opportunities. Nearly half the comments indicated that there were many opportunities available through this and other campuses and that more collaborative associations should be sought – similar points were made in earlier portions of this report. A handful of comments identified the opportunity of increasing the number of international students on campus. For example:

With the change of administration in Washington, there is great potential for increasing the international student presence on US campuses, including UWRF. We speak the language the rest of the world wants to speak, and we have a first class system of higher education.

Student Threats. More than half of the 49 comments identifying student-focused threats to UW-River Falls international efforts were about financial issues and economic conditions. These comments were the same concerns about the recession, budget cuts to the university, and tight student budgets raised in earlier sections of this report.

River Falls Community and Internationalization Efforts at UW-River Falls

Chart 14 is conspicuously different than the charts rating the campus’ internationalization efforts overall (Chart 4), as they relate to faculty, staff and administration (Chart 8), and as they relate to students (Chart 11). In those graphs, less than 10 percent said they didn’t know how to rate the campus, faculty-staff-administration or student-focused internationalization efforts. Fully one-quarter felt unable to rate community aspects of the campus internationalization effort. About half said the community aspect is weak (20%) or very weak (32%), none said the community aspect is strong. Those with little involvement were substantially more likely to say they didn’t know how to rate the community. Faculty were somewhat more likely to say that, overall, the community’s role in the campus’ internationalization efforts is a



moderate weakness (39%) or a weakness (20%) than were student or administrators. It is also true that substantially fewer respondents provided input in this portion of the survey than in preceding sections.

Community Strengths. Comments about the strengths of the River Falls community with respect to internationalization were heavily concentrated in a category we have called “involvement.” Of the 37 comments to the community strength question, 40% fell into this category. Comments received said that the University engages the community in international programming, that the community is often receptive to these overtures and that River Falls provides a relatively safe and secure environment for international students.

I think our university does a great job at having those in the community involved with school affairs. The “Coffee with the Times” is an example of one type of program.

The mayor is trying, as are several local businesses. Events like International Bazaar and International Education Week invite community members but there needs to be more publicity.

The River Falls community is very welcoming. I think most of the international students feel that they are safe and enjoy their time here.

None of the other categories had more than 5 comments. Three comments (plus one somewhat negative one) related the campus’ host family program as a means of engaging the community. Three others noted the geographic advantages (proximity to the international airport and the Twin Cities metro area) as community strengths.

Community Weaknesses. We received slightly more comments (43) about the weaknesses of the River Falls Community with respect to internationalization than about the community’s strengths. Just as “involvement” was the dominant community strength, it was also the dominant weakness with one-third of these comments falling into that category. The comments in this category divide about equally between those who feel there is a lack of interest in the community for international programming and those who feel the campus does an inadequate job of outreach to inform the local community of opportunities. A couple of comments in this set noted the limited availability of products/services that might be important to international students and concern that the community might be somewhat suspicious of international students.

I've made a point of inviting the community (including Twin Cities) and found that little effort is made by the community to participate when we have international speakers.

Most programs are not marketed to the community.

Two other topic areas received a number of comments: the host family program and logistical problems. The host family program, as noted above, is seen as a strength of the campus. Comments in this section, however, indicate that the program’s organization and follow-through need to be improved. One comment in this set also suggested that changes to housing policies in the residence halls may need to be reviewed.

Being a host family was great in terms of hosting the student, but terrible in terms of the organization of the Host Program -- never got a list of other host families so we could coordinate activities, did a lot of driving around (providing transportation...), students have to leave the dorms before they leave the country -- therefore several "lived" at my house for a while....

In terms of logistical weaknesses, six comments decried the lack of public transportation, which isolates international students studying at UW-River Falls and makes it more difficult to take advantage of our proximity to the Twin Cities (noted as a strength above).

Community Opportunities. Only 29 comments focused on opportunities in the River Falls community with respect to internationalization and nearly half (14) related to increased community involvement. Most of the comments in this category were, again, less external opportunities and more about the university's efforts to engage the community. Most of the comments in this section urged UW-River Falls to do a better job of informing and engaging the local community in international programs (e.g. as study tour participants and host families).

A limited number of comments (4) identified increased collaboration as an opportunity. Most of these collaborative opportunities were similar to those identified earlier (teaming up with other Universities that have existing programs in areas we don't currently cover). One suggested that the business community could be a useful partner if they stressed the importance of an international experience in their hiring decisions.

Community Threats. We received 31 comments about River Falls community "threats" to campus internationalization efforts. Few, if any of these comments broke new ground. Topic areas included: financial challenges (caused by the economy and rising tuition), indifference, lack of public transportation, and concerns about the welcome international students experience (e.g. lack of culturally appropriate foods available locally).

Final Comments About UW-River Falls Internationalization Efforts

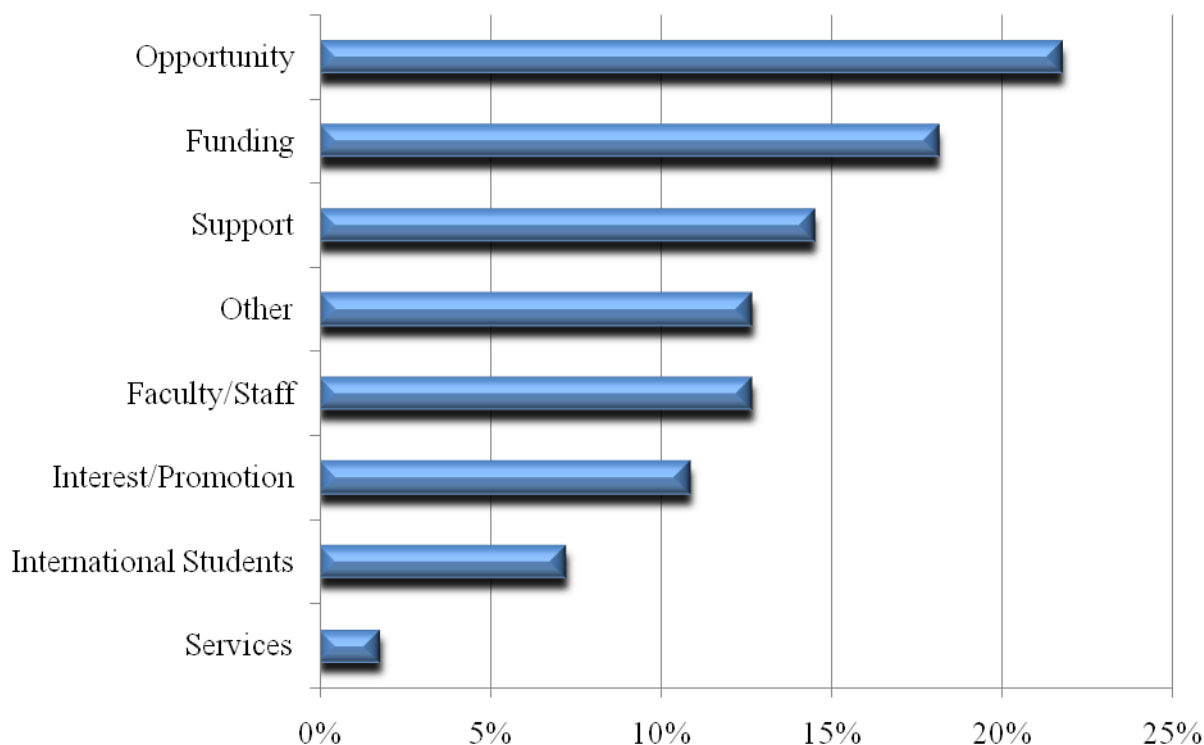
Respondents were given an opportunity to offer any additional comments about the campus' international efforts and 55 availed themselves of the opportunity. As shown in Chart 15, the largest concentration of comments were focused on "opportunities." The comments in this category split into three subgroups: one saying the array of opportunities has grown recently and is pretty good, one saying that our efforts lack focus, and a third saying we don't have enough programming in this area. Typical comments include:

Generally, there has been an explosion of international programs on campus, most of which do not feel coordinated. The ITC, WIS, Study Abroad are the most in depth programs. I've participated in all 3 programs and feel the academic piece is the most thorough and that these programs give the students the most support.

Many of us who are involved in these efforts are frustrated. We need to focus our efforts, UWRF has to stop trying to make connections everywhere....., stop developing new programs, majors, until we shore up the ones we have.....our students need this experience more than most but it's hard for us to provide it to them. There are models out there we could learn from.....please do some benchmarking!!!!

There are not enough international locations offered.

Chart 15: Final Thoughts on UW-River Falls' Internationalization Efforts



The second most common set of thoughts revolved around funding. The dominant theme of these comments are that the campus has long tried to promote globalization efforts without a budget that is commensurate with the size of the task and that if this is truly a strategic goal funding for it needs to grow. Typical comments include:

It's trite but true: If we put our money where our mission is, we'll be successful at internationalizing this campus.

We struggle as a campus to provide basic infrastructure support to domestic students yet at the same time believe we can grow our international efforts without having an identified infrastructure of support in place. I believe that we can grow the international population but not without investing in the infrastructure first.

My perception is that a fair amount has been done in the past 30 years to foster global education at UWRF. But we have been trying to do a lot with a very small budget for many years. There are many dedicated faculty at RF who put much effort into global education, but it is done on the cheap. Faculty with global knowledge are rarely the highest paid faculty. There is no commitment to rewarding faculty for global knowledge, per se. Only if it is tied to business, and as we know that can sometimes be a house of cards.

Closely related to the issue of funding is institutional support. Comments in this category included:

I believe that I have done as much as I can do for international study and study abroad opportunities. I don't feel that there is a great deal of support for study abroad opportunities or even encouragement from other faculty and the administration for international study for faculty/staff.

UWRF needs to: 1) develop a comprehensive strategic plan with respect to globalization efforts and establish priorities, and 2) effectively coordinate various efforts and programs on campus and provide true leadership for overall initiative.

Comments in the faculty and staff category ranged from some very positive ones to some that were much less so. For example:

UWRF has been truly a pleasure when it comes to studying abroad and the International Studies major. The price and awesome professors have made my dreams become close to a reality, and I feel as though I have a better direction because of the connection I share with my professors and advisors. The ITC trip was amazing, and has to be one of the top programs in the world without a doubt. I have friends all over the world as a result, and have benefited from tremendous networking as a result. All I have are positives for the international studies effort @ UW - River Falls. Kudos to Charlie, Wes, Rik, and all the others who take part and motivate their protégés.

A strong academic presence needs to be developed in Global Connections. Global Connections needs to be more responsive to the development and promotion of study tours, for the size of their staff, they should be able to do a lot more. We have a lot of potential but do we have the actual wherewithal to support it financially.

As has been true in several segments of this survey, the office of Global Connections was the topic of several, sometimes contradictory, comments. In the “Support” category, the following comment was made:

I think we have an incredible group of staff in Global Connections who are doing everything they can to increase our international/globalization efforts at UWRF. However, they are fighting for resources just like everyone else. Where do we put our limited resources and money?

Conclusions

In general, the results of this survey suggest that the internationalization efforts on the UW-River Falls campus are relatively strong. Respondents felt that there is a core of highly committed faculty, staff, administrators, and students and that the university has signaled its commitment to internationalization through its strategic plan and academic offerings/requirements (e.g., the International Studies major and the University’s Global Perspectives course requirement). Most respondents also seem content with the portfolio of international offerings (majors, study tours, semester-length programs). The River Falls community is seen as a safe and relatively welcoming place for international students and many feel we have a number of geographic advantages (an international airport, proximity to a major metro area), even if we don’t take full advantage of them.

The input from this survey also identifies a number of challenges that need to be addressed. A consistent theme throughout this survey is that the university has not allocated sufficient financial resources to the task of internationalizing the campus. This financial challenge is seen as adversely affecting our students (who have a hard time financing an international experience) and our faculty (many comments indicate that too much of the campus’ internationalization efforts are coming out of the hides of a relatively small group of motivated and interested faculty). Another concern relates to the challenges that students in many majors have in terms of fitting an international experience into their program while still graduating in a timely fashion. Some respondents feel that the current array of foreign languages is insufficient and that an even broader array of international travel opportunities is

needed. While the geographic location of UW-River Falls offers a number of advantages, many comments indicate that the lack of public transportation limits our ability to exploit those advantages.

Respondents were much less successful in identifying external opportunities and threats to the campus' internationalization efforts. In terms of opportunities, the most consistent theme seems to be that UW-River Falls focus on expanding partnerships with other UW campuses, with alumni and emeriti faculty, with the business community and others as a means of increasing the breadth and depth of international experiences available to students, faculty, and staff. One particular collaborative partnership, according to these respondents, that could be expanded is with the broader River Falls community.

External threats identified by this group of respondents focused on the poor economic conditions prevailing in the spring of 2009, concerns about the ability of members of the UW-River Falls community to travel safely to many parts of the world, and on declining state support for the university as a whole. The relatively poor salaries offered to faculty in the UW-System was noted as a threat in terms of our ability to attract new faculty with strong international expertise. The local infrastructure (e.g. transportation and culturally appropriate foods) was also seen as a threat to our ability to attract international students.

In sum, there seems to be a relatively high level of satisfaction with the array of international programs currently offered by UW-River Falls. However, one of the university's other strategic goals is sustainability and there is an undercurrent of concern running through these comments that the current level of effort may not be sustainable. The current level of internationalization could fall victim to faculty burn out and an inability to recruit top-notch faculty. It could fall victim to national and international economic or political problems or to short-term state fiscal decisions. In short, maintaining the status quo seems to be a challenge, much less expanding internationalization efforts.

Appendix A – Written Responses by Question and Category

Q9. Strengths - Overall Institutional Internationalization/Globalization Effort

Interest of Students and Faculty (37X)

- Broad and deep commitment across colleges to internationalization--from the faculty to the deans / Strong enrollments in International Studies / Strong student participation and interest in study abroad / Stipends for CAS majors to study abroad / Institutional leadership that supports internationalization / A long tradition of recruiting international students
- many qualified and interested faculty
- Students and staff want to travel and study abroad. The student study abroad numbers continue to increase.
- knowledge and enthusiasm
- Good intentions. Enthusiastic, at first, faculty
- many faculty involved in work to encourage and promote programs and classes
- several actively involved faculty
- There is considerable interest among faculty.
- Faculty that desire to be active if resources were available. Faculty-driven initiatives, such as the Association for International Development, Global Connections is strong, many study abroad opportunities including short tours and semester or longer periods
- dedicated faculty and staff to international students and efforts
- a lot of interest, a lot of motivation
- A reasonable number of faculty/staff that are genuinely interested in international/globalization efforts.
- Active participation in study abroad. Strong interest on the part of individual faculty members
- Encouragement from administration and in institutional mission. Large variety of offerings in many parts of the world. Growing participation by students.
- Many faculty involved, new International Studies Major, involvement of many colleges, visits to campus from variety of countries
- Faculty interested in international aspects of subject matter, students with more awareness and interest in participating in International experiences and study abroad
- Faculty and student interest remains developing
- There is a lot of interest and excitement on campus about international programs--students here are keen.
- Innovative faculty, strong student interest.
- Strong focus ON good teaching much needed in developing world / -good Ag programs that are needed in developing world / Small but interested group in faculty
- I think UWRF has an excellent staff who have helped students realize they can study abroad or be involved in international programs on campus without being an international studies major. The staff also gives students confidence in real life global situations.
- Faculty-driven study abroad tours
- A lot of interest by faculty and students
- Internationalization/globalization is recognized in our strategic plan as a key objective, we have a global perspectives requirement as a university requirement
- Faculty enthusiasm and participation
- enthusiasm for study abroad programs
- The strengths lie in the desire for students to become globalized
- faculty-driven study abroad programs
- A strong interest among faculty and students in the many areas of international travel and study.
- Interested and energetic faculty and staff.
- Some programs have been embedded in our campus culture more so then others due to faculty

participation and leadership of particular Study Tours, but overall most of the campus is aware of the possibilities and the application process.

- high level of faculty and student interest
- Faculty commitment /
- Faculty and staff that are highly motivated
- Devoted/committed faculty & staff ... strong, rich array of faculty-led study abroad programs/tours /
- student enthusiasm
- Some faculty and staff have good connections in other countries.

Commitment to Internationalization/Globalization (21X)

- It is listed as one of our goals.
- The program is becoming stronger as time, funding and personnel have become available
- improving international focus
- Very committed individuals who have given so much time and energy to the efforts.
- A strong statement of purpose and mission in the strategic plan
- The UWRF mission statement is clear and unambiguous in its emphasis on global awareness. Our mission is to help students emerge from this institution as "citizens and leaders with an informed global perspective."
- You worked really well with the other institute that I went through.
- International efforts are becoming a large part of the university. International Education Week was a campus-wide effort to bring more knowledge of international interests on our campus.
- There continues to be a high level of interest in global/international education. Also, there appears to be a process of centralizing the process and making it university-wide initiative that includes all colleges.
- strong effort under the last chancellor, still carries over / somewhat good institutional network in place (GC etc.) as logistic support / involvement with other UW and nation-wide institutions
- It is part of our plan
- the internationalization laid by former Chancellor Betz and the strategic plan,
- We recently created the International Studies major and the number of students in it has grown dramatically, and we have a number of highly committed faculty and staff with international interests.
- Commitment on behalf of campus.
- the degree to which internationalization/globalization is embedded in our campus culture
- 1) UWRF has an effective international /globalization infrastructure in place for students to utilize for Study Abroad. Creating international awareness and opportunities has clearly been displayed as a priority for the UWRF campus for many years; an example may be the Semester Abroad Europe, or the Wisconsin in Scotland to name a couple.
- part of mission / critical to long-term financial success of university /
- Strategic plan focus
- Inclusion in strategic plan /
- Priority of UWRF Strategic Plan, Goal #3 / Supportive Administration / Location TC/MSP /
- This university is headed in the right direction, but there is too much overlapping of efforts.

Promotion of Programs (11X)

- I like how the International Office is so involved in getting out the word on International Abroad trips. I also like the variety of opportunities that are offered at our institution including trip lengths and destinations. I am also very happy with the opportunities to learn languages on campus. It is wonderful for people like me who love learning about different languages and cultures. I also enjoy on-campus activities that promote international diversity such as Unity in the Community and the International Bazaar.
- We always have international fairs and displays with photographs of students studying abroad
- Being involved myself and alert to International programs / I think it quite strong and effective.

- There are several multicultural events on campus to attend.
- you guys have a lot of ads for traveling abroad, I would work more with that
- I don't think a lot of students know how easy it is to integrate a study abroad program into their time at UWRF. I think a strength is that if someone is interested in studying abroad the global connections office can pretty much make something work no matter what.
- I believe that our recent attempts to become a more globalized community have been much better than in the past. At present, I think that there has been more of an emphasis on studying abroad and also to take study tours. I have also seen more of the programs as they are much better advertised.
- There is a proactive environment concerning the programs available to UWRF students.
- The campus pushes study abroad and global issues. Students are aware to some degree of study abroad material.
- In my 2 years at River Falls, I have seen an increase of awareness posters for upcoming trips, but I always seem to see them after the meetings have already occurred.
- Good information and effort to make students involved.

Programs Offered (14X)

- Finally, UWRF excels at making meaningful links with institutions in other countries. While the Dalkeith House in Scotland is a prime example, UWRF also has links in Japan, China, and India now. I see this as quite an undertaking for a smaller institution like UWRF. However, the University appears successful with these ventures.
- -the ITC program is unique and admired by faculty and community outside of UWRF. I often hear from "wish we had that type of program"
- There are opportunities offered on campus for those from other countries to study at River Falls. How many of these opportunities there are, I am not sure of.
- lots of opportunity for j-term
- Development of several short-term study abroad programs
- a couple of very forward-looking study abroad programs (Semester Abroad, ITC)
- Many international activities, good financial aid for abroad programs
- The sort of things offered are very useful and informative.
- Our varied programs
- study tours and UWRF faculty / CAS International Travel Grants
- I like that there are many opportunities for studying abroad with in the UWRF system and that not all of them are for an entire semester.
- Offer excellent programs with low cost
- The college has a lot of study abroad programs.
- There are some articulation agreements (3 + 1) that allow international students to complete their degrees at UWRF.

Diversity on Campus (7X)

- The campus community has become more aware of the importance of cultural diversity and opportunities available for students and faculty.
- small campus with a lot of international students
- we have many international students, try to incorporate international activities
- I think that the culture shows, and international shows that we have in campus are great. I participate in them every semester and they bring people together. The cultural events and groups on campus are great. I am not a leader in any group, but from what I know, there aren't and problems with financial support.
- As for the diversity of the campus community, I feel that this campus has a very small amount of people of diverse cultures, although I do not believe that this is because the opportunities are not present for others to attend school here.
- Many strong international partners / Numerous international collaboration agreements / Growing and diverse international student body

- multiple programs offering multiple choices, strong EFFORTS to bring foreign students to campus and to send students abroad

Global Connections Office (7X)

- Global Connections Office Personnel: Brent Greene, Katie Oenga, Connie Simpson
- Good support people in Global Connections / -
- the Global Connections Office led by Brent Greene
- willing global connections office and staff
- Global connections office is good.
- I think that UWRF does a very good job making global connections and consistently maintaining an effort to communicate with the world about important issues.
- New Global Connections Office /

History of Programs (7X)

- Historical Efforts E.G. / Semester Abroad program one of first in country design with this independent study format
- early attempts to involve students in studying abroad (1963); multiple faculty of foreign descent; variety of options to study abroad;
- Several programs have a long history, / but new programs have evolved in the past decade. All seem to be thriving. / The university global requirement / is an important recent addition.
- - our historical internationalization/globalization efforts / - the degree to which internationalization/globalization is embedded in our campus culture
- longevity
- Semester abroad has a long tradition on this campus.
- History of involvement /
- Long history /
- Long tradition at UWRF. / Innovative programs WIS, ITC, study tours. ITC is a very unique program that a lot of people have interest in. / Int. is part of our strategic plan.
- Faculty interest and commitment / Historical precedents / Specific programs - WIS, SAE, ITC.

Other (3X)

- All of the above 5 examples except #3
- I have no idea. I am working about 45 hours a week besides classes and have no time to participate.
- don't know

Q9. Weaknesses - Overall Institutional Internationalization/Globalization Effort

Financial Support for International Participation (26X)

- The programs have become stronger as time, personnel and funding support have become available- we used to have a half time coordinator and very little support.
- minimal financial support to faculty for international efforts
- Financial support for both students and faculty.
- The primary problem is the low level of funding for this curriculum effort. The university needs to do more to include a broad spectrum of the student body to participate in a meaningful program abroad.
- will cost money
- Funding. Burn-out
- Insufficient resources for Global Connections, for funding for director of Association for International Development, and for assisting faculty leading study abroad tours.
- financial support for students and for programs

- no support mechanisms for funding faculty for international programs, rather...they are punitive; limited support office and staff for the promotion and implementation of study abroad programs
- MONEY! A few faculty virtually volunteer massive time and energy to make the programs work with very low compensation. Not enough money to fully cover travel or preparation time.
- the cost is a big turn off for a lot of people
- Lack of funding for staff and resources. This limits the promotion of programs and student services.
- Funding support. Lack of faculty and students going abroad for extended periods.
- Lack of funding for internationalization efforts
- The weakness lies in that these opportunities are all tied to money- to pay salary, to fund projects, to travel etc.
- We need more financial support.
- poor financial support for students interested in studying abroad;
- Need sources of funds for student travel,
- There exists a climate of obscure reading of the tea leaves when it comes to financial support/opportunities regarding how one exactly gets to do global overseas study. Students have to navigate a path that takes them in many different directions when applying for financial help for the foreign travel/study program: "look at the website for X; then contact North Hall; then apply to Grants Of; then look-up scholarship X". Is not the idea to provide opportunities to learn and grow in the new globalized age rather than navigate a Pavlovian maze in order to serve a process(navigating UWRF's financial end of foreign travel money)
- Resources to support student participation in international/globalization activities.
- International travel presents fiscal challenges to our students who tend to come from families with more modest incomes than is typical in the System.
- Monetary support for faculty comes after study tour is both viable and pay all the bills so can be unrewarded for a great deal of time to plan and recruit students.
- The Foundation could perhaps be more active in securing supporting funds to help students go abroad as funding is hard for them- especially summer initiatives when traditional student financial aid does not always apply.
- Funding is a challenge.
- not enough incentive conveyed to students, high costs
- Student economic profile

Organization/Coordination (24X)

- Too many people doing small parts of this. No one really owns the whole effort
- My friends at other universities participate in international programs where the initiative comes from the university rather than from the individual. We have almost exclusively depended on faculty initiative. I think we need more institutional efforts.
- Connecting students with other international students on campus.
- poor support from Global Connections office;
- I had to jump through a lot of hoops, that most of the time I didn't understand why I was doing them.
- infrastructure could be developed more and strengthened to provide support for faculty work
- Our support of int'l students needs improvement -- from access to transportation to outfitting dorms, to host family organization.
- Need support in marketing programs, need to address liability/safety issues with regard to health (students aren't always told to get immunizations, anti-malaria meds, etc...For their part of the world...), taking students to areas where the State Dept has declared them unsafe,, inflexibility in allowing students to register early for study abroad (then they can't figure out financial aid...)
- Insufficient coordination and management of support systems for international programs
- challenge of organizing overseas programs without more assistance for reservations, placements, etc.
- Uncoordinated units of the university are responsible for implementing programs that are not coordinated or assessed.

- Cooperation between programs and faculty committees.
- Outside study abroad program, the rest do not have enough clear focus / Not a clear structure for logistical supports services for foreign students visiting here or for our students going abroad
- administration messing us up (like making a big deal over India - which amounted to nothing) instead of supporting existing programs
- - In general our international programming would gain much strength if we had housing ON CAMPUS for an international guest lecturer/visitor. It's very difficult when teaching to be transporting an international visitor to/from local River Falls motels.
- Global Connections and the cost of overhead. Also, we lack coordinated efforts to assure a good experience for our international students.
- Scattered efforts, over time and currently organizationally / Lack of collegial approach, esp. academic and student support / / /
- Lack of an organizational structure that brings academic affairs and student affairs together to coordinate international programs
- Lack of overall coordination.
- Lack of communication across UWRF on International efforts- committee should be part of Global Connection and all faculty involved in internationalizing the curriculum involved in all communication- a list serve or annual seminar or something. Programs are in competition with one another now and so students may not be directed to the appropriate program for them but recruited into programs we are each involved in. Perhaps it would be more successful to have some umbrella control over what is offered annually each year instead of a "go-do-it-if-you-can" system in place now.
- Disconnect between GC and academic units. / No unified policies or plan for development in this area. /
- Structure of Global Connections / Lack of funding, support services from Global Connections
- not really care about the feelings of international students
- lack of flexibility, lots of paperwork/trips to multiple offices on campus in order to set up trips,

Academic Support (15X)

- Administration that is more talk than \$ support / -Administration behavior that makes young faculty believe that involvement in international programs do not contribute to tenure & amp;
- More flexible majors that allow for study abroad.
- Preparation of students before going abroad
- need for train on how to integrate globalization into classroom
- 2) UWRF's weakness lies with its lack of financial support for students. Often the image, importance, and cruciality, of Study Abroad is projected to the Students and Staff. However, the University does very little to help all students make this venture more affordable and attainable. If Study Abroad is so important to achieving an international understanding and globalization commitment, then UWRF should appropriate more funds for Study Abroad, especially in our current economy. However, I do think that UWRF does offer many affordable abroad programs and possibilities in comparison to many other Study Abroad programs and institutions. // UWRF also needs to incorporate the possibility to study abroad into all degree plans. Certain programs, take Social Work for example do not permit students to study abroad for a semester without suffering a penalty of falling behind a year in school. This is the most unacceptable and WEAKEST point the UWRF faces internally. Students are not going to go abroad if they are placed so far behind in their degree plan. /
- One issue I have with the school is that there are not many classes that involve Central American/Spanish countries. I am a Spanish minor and was very interested in learning all about Central and South America. But unfortunately, there are a very limited number of classes outside of language classes.
- While this university offers foreign languages, these are limited to a select few. Of course, Spanish, French and German are offered, and believe that Japanese is as well. However, I would personally like to learn Italian and Latin, and there is no opportunity on campus for me to do so. A wider range

- of languages would be appreciated.
- Low quality control of study abroad programs; little or no interdisciplinary/integrated globalization in curriculum
- lack of consistent approach to include international experience in every major;
- Many science programs do not build in an international component, so it is good to have a university global requirement.
- need some oversight of academic integrity of study abroad trips,
- It would be great if more international courses were offered.
- We need to get PGP and MD designators for courses to make them more viable- yet another chore that falls to the study leaders....maybe we need a leader in that regard to do it all at once? Need more dept. support for internship opportunities abroad and for credits to come into their programs.
- I think that there needs to be more classes taught for the international studies program that deal with more of the political analysis side of international relations. I also think that there needs to be more funding for the modern language department as there are only so many classes dealing with those languages. There is also a lack of different types of language one can study. With the new emphasis on world globalization being able to pick up a different language is very important. I believe that it is sad that there are only Japanese and Chinese courses that only go up to levels 202.
- Lack of standards for study tours.

Limited Campus Resources Committed (15X)

- Not enough support--personnel, resources, time, etc...
- Poor Funding / Insufficient Staff Support / Lack of international travel/teaching opportunity for faculty/staff / Too few international students - 5% is goal / Disproportionate number of students do short term study abroad (too few full semester/year SA students) / Need to fully integrate international/global issues/efforts into curriculum/campus life / Fulbright needs to be strengthened / Too few foreign language options and requirements (should make it a 2 year requirement) / Too few visiting international scholars/teachers /
- Lack of strategic deployment of institutional resources (e.g., faculty development funds, travel funds) / Lack of mechanism for moving tuition generated by international students to support international programs
- NOT ENOUGH resources, TOO many efforts that might be better streamlined or focused
- Resources to support faculty/staff development of international course content and study tours.
- Sustained support from administration and compensation/incentives in terms of teaching load. This has been a "labor of love" for many w/o adequate remuneration or credit considerations / Also, support and resources for International programs office "Global Connection" seem to have stretched thin.
- Unfortunately, there are not enough people at UWRF staffed, I think, to do outreach and allow other non-international studies students to take international courses that interest them or know much about the global connections department on campus. I feel most students who are interested in institutional international/globalization efforts need to be very proactive and have a good idea of what they're interested in, in the first place.
- There is a lack of resources available to support international programming; the support from Global Connections is vague, limited and overpriced.
- support in Global Connections
- Trying to do too many things with limited resources.
- Our infrastructure in Global Connections is not sufficient to support a wide variety of international activities (i.e. there is not enough support for faculty who want to lead study tours, our students who want to study abroad, and the international students who come to UWRF).
- International studies office does a very inefficient job dealing with faculty and students.
- No logistical support staff to arrange logistics of study tours for leaders.
- Lack of resources for international programs.
- Limited resources and time

Strategic Concerns (7X)

- Not enough meaningful and functional links with institutions in other countries / * no institutional culture of really recognizing faculty effort at internationalization as essential--for example by considering it for tenure/promotion criteria / * absence of an overall strategy--I stress strategy--for internationalization. Most effort is tactical and piecemeal. The strategic mission of UWRF is not a substitute for a detailed strategic guidelines.
- lack of coherent strategy
- A clearly articulated direction WITH the ability to implement.
- Recent administrative junkets have done little or nothing to develop opportunities on this campus. They have largely been a waste of money.
- Lack of governance in policy
- UWRF doesn't seem to be putting the mission statement into practice. We should be undertaking efforts on many fronts to become known as the "St. Olaf College" of the UW System with respect to how deeply internationalization/globalization is embedded in our culture. St. Olaf sends more than 1/4 of its student body abroad each year.
- Lack of focused organization

Promotion and Access (6X)

- We also need to improve advising with respect to our international programming. Students are unclear about which programs are available, and have reported to me many times that they did not get the best advice about tuition support and so forth. There are also reports of faculty in charge who lose paperwork, lose files, etc.
- More marketing other than just posters on billboards. I don't look at those. I don't know if other people do. And I only see posters for about 5 or 6 different programs. Let people know they can do pretty much anything. SAE needs to be promoted more. I heard about through a friend's dad who is a professor. Otherwise, I would have had no idea about the program.
- needs to be more access to study abroad information to students
- the knowledge of the current opportunities is not broadcasted enough
- They (opportunities) are not well publicized.
- Lack of marketing of tours on and off campus. Lack of support by GC to actively encourage enrollment.

Opportunity (5X)

- do not have many travel abroad opportunities
- From what I have seen, there aren't links with all countries in the world, and it would be nice if more could be added.
- There is not a lot of opportunities offered.
- The number of trips offered shorter than a semester.
- I think the study abroad programs lack diversity. I am a Spanish major and wanted to spend a semester in a Spanish speaking country but did not want to go to Mexico. I decided to do UW-Platteville's Spain program and faced a variety of challenges because it wasn't through my home university. It was a very frustrating process for me and I wish the program I wanted would have been offered through UWRF so I wouldn't have had to go through so much trouble.

Interest (5X)

- Students tend to be apathetic about school sponsored events.
- Faculty too busy to have time for developing international programs -
- Another weakness that I see is that the University setting as the "I". What is meant by this is what do I get out of this. Both from a faculty and student perspective. / I believe it would be extremely beneficial for faculty, staff and students to give to another country - their expertise their compassion etc. I don't believe that many of the people involved in some of the globalization trips that the university has undertaken have had to ever sacrifice for the opportunity to travel.

- I believe that some faculty/staff look at teaching abroad or doing international study tours as a junket and a waste of time and money.
- There seems to be a lack of student interest in the globalization area.

Other (1X)

- don't know

Q9. Opportunities - Overall Institutional Internationalization/Globalization Effort

Collaboration/Partnership (21X)

- There is nothing that can stimulate international interest like spending time abroad. Utilize Charles Kao!
- UWRF has many exciting external opportunities that can still facilitate student learning and development abroad. For example, many other study abroad organizations such as Proworld, World Endeavors, etc.; allow UWRF students to complete internships, volunteer experience, and other study abroad semester opportunities outside of UWRF's funded programs.
- Prominent alums who were international students at UWRF--Sang Hahn and How Man Wong--and former faculty--Charles Gao / Our proximity to the international airport of MSP and the internationally diverse Twin Cities /
- Affiliated programs to connect to.
- Many institutions need collaboration; international students may consider UWRF
- Greater interest in overseas travel, opportunity to collaborate with other institutions, etc...
- We can attract many students through cooperative experiences/exchanges.
- Additional partnerships related to TESOL program / Seeds sown by Don Betz / /
- get involved with other campus more
- So many opportunities to develop collaborative relationships with other institutions of higher education.
- Expanding partnerships with other institutions to provide our students with international/globalization experiences that are not resources intensive for UWRF and its faculty/staff. / Fundraising efforts through the UWRF Foundation specifically targeting international/globalization efforts.
- Partner with U of Mn and other area groups such as India Society, SE Asian Association, etc. / Develop strategy for aggressive participation for International programs supported by USDA, US Dept of State, FAO, etc.
- enthusiasm on part of partner institutions
- Join with other UW campuses and their international study programs and resources.
- Untapped market for additional participation in study tours from community. / Good potential for linkages with partners over seas, CERS (How Man), etc.
- A large number of MOU's with other countries and a few solid exchange/partnership programs.
- meaningful links with institutions in other countries
- find more programs for students to participate in
- Exchange of curriculums and not just exchange of students and faculty
- connecting with other institutions
- cooperation with other campuses

Program Availability (13X)

- there are many but they need to be assessed strategically
- The range of study abroad opportunities, I feel, is extremely large. Students on this campus can study all over the world, and the destinations for study abroad are only growing with time.
- The programs abroad are very interesting but I went through a different university for my

semester abroad. Although there are classes offered in the language of the country one studies in, they do not have advanced courses and do not allow for much extended contact with the host country. The program I chose allowed me to take courses with actual students from that country and allowed me to acquire the language that I study much better.

- I think that each individual faculty member and student have opportunities to create through experiences and connections. We should strive to access all possible options within the globalization programs.
- expanding opportunities in Asia/India
- There are many international organizations, crying for volunteers to live, work or teach in underdeveloped countries. This would be a great learning and very rewarding experience for staff and students alike.
- We have a good balance of overseas opportunities. This has improved greatly over the last few years
- Lots of opportunities and exchange agreements initiated.
- There needs to be a concerted effort to hire faculty who are bilingual and bicultural as a result of their birth and rearing or as a result of volition. . . . We need to broaden our overseas venues to include African nations, South and Central American nations, and Asian nations and Arabic countries.
- There are good opportunities. I wish the campus was more diverse though.
- I feel as though there is plenty of opportunity to study abroad.
- I have gone on two study tours... Journey to Egypt and China Study Tour. Both were very eye opening and a wonderful experiences.
- Wide variety of options

Funding (12X)

- Offer work exchange for lower prices?
- The school needs to streamline the financial process so that students can get an expeditious approximate view of what they can expect to financially for the program they are contemplating. Additionally, the schools menu for fees, credits, tuition, etc. needs to be up-front and simplified; and next to the trip costs so that a student can see right off that the cost is "X". Why is there not a pamphlet/handout that lists "step 1. costs; step 2. passports; step 3. credits; etc."?
- There are many programs off this campus that are available to our / students; some have funding sources.
- The dollar is improving against other currencies.
- There was plenty of financial aid offered to me, but I wish I would have known about it sooner. I did not know my awarded financial aid until 2 weeks before my flight left.
- Funding might be available via Homeland Security as the country sees a national security need for Americans with greater understanding of international issues.
- Grants may be an option but more study leaders have no time to find that too.
- * increase effort to identify possibilities of longer-term (a semester or year) student involvement abroad without burdening the students or the institution with the costs. Sounds like a wishful thinking but there are ways--like full equivalency exchanges, including tuition and accommodation--to figure that out. / * establish UW-RF-operated houses abroad--or "UW-RF in ... (fill country).. " which can be as simple as purchasing a house where small groups of students can reside on a semester-long or shorter-term visits. This has to be paired with a study-abroad arrangement at a near-by institution. Moneys for that can be raised, and the operating costs can be recouped by savings from having to lodge students elsewhere.
- We need to actively pursue funding from large and small funding sources to carry on the mission of global/international education.
- Possibly grants, but faculty are generally kept too busy to write large external grants
- Funding from companies

- Improve faculty compensation and support for travel programs

International Interest (8X)

- The UW "brand" still seems to resonate with many potential international students.
- many alumni with international experience; increasing awareness of the importance of international experience both, among the students and among the employers;
- Huge number of international students wanting to study in the UW.
- Study abroad is very valuable asset when being considered for other opportunities.
- Wide recognition of importance of preparing students for global economy
- Growth area - TC/St. Croix Valley / Globalization Era / Flat World / New US Administration
- lots of interest from students coming in, from other countries
- Continued interest in international experiences.

Feasibility (8X)

- We allow as much opportunity to students as possible. UWRF makes it possible for students to study almost everywhere that is safe for foreign travel.
- it's a big world and there are many opportunities, there is an increased awareness that the world is interconnected, exchange rates are currently more positive for the dollar
- Proximity to the Twin Cities. River Falls is a comfortable and safe community.
- There are tons of study abroad opportunities.
- Location
- Global Connections and FAO make it more feasible for students to travel
- proximity to Twin Cities is an opportunity for bringing in speakers,
- Change Global Connections to make it more effective and accountable . . . Establish and maintain stricter academic standards and support for foreign students

Prepare for Future (6X)

- President Barack Obama and his interest in more students learning languages, expanding international cultural exchanges, more international cooperation on a variety of issues.
- -Globalization is a reality and it is becoming understood in education and supporters of education / -Current Federal Government putting more emphasis on development and education's role in development /
- Good for people in River Falls and those abroad
- opportunities to identify real, meaningful global opportunities; really thinking about what outcomes we want for our students, and pursuing THOSE opportunities, not being distracted by others just because they happen to be there
- Two words: Obama administration. The US is open to the world and the world is open to the US again. Also, there is a growing need for workers with global awareness/experience in the workforce.
- The information age and media have increased awareness of the value of international education and global literacy;

Other (6X)

- Sustainability-based context of service learning, research, etc for both faculty and students
- Could always be more opportunities...
- ? Not sure what external means.
- I'm not sure how to respond to this. Personally, I have not had the time to find out about external opportunities for encouragement or support.
- I don't know
- don't know

Q9. Threats - Overall Institutional Internationalization/Globalization Effort

Global Conditions/Issues (25X)

- falling economy
- The financial crisis makes it pretty difficult for students to travel and for the university to support the efforts.
- economy - increasing costs of college education; weak dollar; unfavorable perception of Americans abroad;
- very bad economic conditions
- 4) While UWRF does combat many challenges external or internal very well. The faltering economy could prove to be detrimental to UWRF's international and globalization efforts. It could be harder to support satellite schools in other countries and there will most likely be a down turn in student participation abroad if they do not continue to see how international awareness and experience will benefit them in every aspect of life.
- The economy threaten our ability to attract international students and the ability of our students to study abroad
- Exchange rates, economic crisis, student debt load, political unrest.
- Economy
- It's the elephant in the room and it will grow larger: the impact of a faltering economy on students and their families. Financially-strapped students won't be able to afford (or won't think they can afford) to go abroad.
- The poor economy might put some students off, believing that any extra tuition/fees would be a debt and not an investment
- Economic
- Economy
- The economy certainly plays a part in what students will be able to afford.
- Poor economy that will make it more difficult for students to afford study abroad and for international students to attend our university.
- tough economic times
- Hostile travel environment in more parts of the world make it more impractical for international travel with students. The WI legislature may be unsupportive of this sort of effort.
- Global recession / Some see globalization as threat
- Political influences and terrorist threats
- I do not believe that globalization is a major threat but that the threat is if we do not acknowledge globalization.
- peak oil, climate change, and economic instability that promise to challenge international programs to their core over the long haul
- The current financial crisis is a major / challenge to cross-border studies.
- Fear of Globalization / Isolationist Movement (Buy American) / Economic Downturn (Recession/Depression) - can also be an opportunity /
- Hatred of USA--potential danger to students
- Economic factors
- possible security issues in some countries

Financing (21X)

- Shrinking funding for student grants. Rising travel costs (fuel). Strange policies from system on travel restrictions- certain companies, credit cards, etc.-makes a difficult task more irritating.
- Insufficient resources
- resource problems for our students coming in and from other, larger institutions (go's)
- budget cuts, lack of financial aid for students
- International/globalization efforts being viewed as expendable in tight budgetary times.
- Resources

- financial support for internationalization/Globalization / - logistical support for internationalization/Globalization
- Spreading our resources thin. We do not want to go to too many directions. We want to focus on a few places and strengthen our relationships
- Lack of funding from state and system (got to give those tax breaks)
- The availability of financial support for studying abroad is fairly limited.
- Funding.
- Lack of scholarships especially for summer study abroad.
- finances and continuing support
- Institutional budget support to maintain these programs.
- Lack of adequate funding
- reduced opportunity for student loans; limited support from UWRF administration;
- A possible reduction in funding and support and particularly in student financial assistance and encouragement to study abroad.
- funding
- -Declining State budgets / -Some other campuses have advantage of research programs that draw foreign students /
- System and /or external funds shortage.
- withdrawal of what funding there is

Interest (8X)

- The only real threats could be lack of participation
- Administrative indifference
- If there were more options for study abroad programs then maybe I would have gone through the school.
- Time and sustained interest
- a relatively uninterested community aside from faculty and students and select others who live in it
- We bring students in, but send few abroad. It needs to go both ways!
- I think that the only challenge here may be that the US population, including our faculty, staff and students have a very narrow idea of what the rest of the world lives like. The US population is very naive.
- Overloading of faculty so much in their on-campus work that they can't take the time off to participate in overseas opportunities.

Focus Too Broad or Too Narrow) (8X)

- The current paradigm will continue to flatline or decline in the absence of a more targeted mission. Does UWRF want to say we have X programs; or does it want to say we have X student involvement. Student participation is what will pollinate the global setting with the core values UWRF represents in teaching in the 21st century. Streamlining and consolidating the process once the sale is made will keep the customer in your store longer and coming back.
- Not very historically diverse
- Loosing traction, focus, and willpower.
- General lack of focus on a few key programs. Trying to do too much without coordination.
- We try to set up programs in too many different countries.
- The distribution of places around the world available is not very even.
- will lose prospective students if we do not expand our global horizon
- Lack of collaborative efforts with international institutions; Need to recruit more international students

Competition (7X)

- The number of other universities who are trying to bring more international students to campus
- Lots of better programs out there, UWRF should work with these in a more efficient fashion. Programs such as Semester at Sea, International Studies Abroad, etc.
- Regional competitors who are better at internationalizing than we are and have achieved national recognition--UW Lacrosse, UW Eau Claire, and St. Cloud State / --The recession which may make it more

difficult for our students to travel abroad because of the expense and more expensive for international students to travel to the US (unfavorable exchange rate)

- Many campuses doing everything better than we do, sooner than we do, while we continue to operate international programs on a shoestring with unqualified people in top positions and running study abroad programs because we don't want to do what's necessary to make these things a real priority
- competition from other schools
- Growing emphasis on vocational outcome of education vs. liberal arts/holistic learning outcomes
- Competition from other institutions

Other (5X)

- Gov. Doyle
- I don't understand the question
- I am not aware of any threats to the programs.
- I don't know
- don't know

Visiting Students (3X)

- students from certain countries might not come to our campus any more
- I think that our campus could do a better job at integrating students from all over the world. This I think however is getting a little better.
- Intolerance. Nonavailability of transportation to/from the Twin Cities and surrounding area.

Promotion (1X)

- We don't tend to connect well with the community, nor advertise our offerings (tours) or strengths in this area. Perception that study tours are university funded binges and lightweight...e.g., Egypt and Belize tours, posters of bikini clad babes do not communicate seriousness of internet.

Q11. Strengths - Internationalization/Globalization Efforts with Respect to Faculty, Staff and Administration

Engaged Faculty/Administration (32X)

- Administration at least uses words that are supportive of internationalization efforts.
- Many interested faculty.
- Lots of interest from faculty and staff
- Good core of faculty/staff and administrators that are heavily involved/invested in international/globalization efforts.
- Faculty & Staff participation make our efforts work
- Fast at processing info.
- Global Connections Office personnel.
- There are very talented professionals working with very little recognition. These talented people can be counted on to be there day in and day out serving the mission.
- some know a lot about different regions
- several faculty members have a lot of international experiences
- positive attitude of administration towards faculty involvement in the international activities
- many faculty have experience internationally
- Faculty, staff and administration who are committed to internationalization
- Many faculty have had international opportunities
- They have a lot of knowledge of the processes and cultures of other countries.
- Devoted/committed faculty & staff ...
- friendly and enthusiastic staff (usually)
- strong administrative commitment to internationalization of campus / strong faculty interest in international opportunities
- The professors are very wonderful and easy to talk to about their experiences
- All the staff members I have encountered have been extremely helpful, approachable, and demonstrate a wealth of knowledge in the area of international themes and topics.
- I think we're very honored at UWRF to have the staff we do. They are very organized, seem to keep in contact with each other, are always trying to update the program and have a lot of knowledge from outside research projects or jobs.
- Faculty and staff have enough information to provide.
- We have many strong internationalization proponents among our faculty members.
- Administrative support for globalization efforts--at least verbally!
- The campus community has become more aware of the importance of cultural diversity and opportunities available for students and faculty
- The internal strengths in regards to faculty, staff, and administration are numerous considering the size of the UWRF campus. Many faculty lead study tours abroad during J-term or spring break. In most cases, it is a place in which they are very well traveled or are originally from. This goes to credit the abroad opportunity even more because they give students a deeper cultural impression than if they were not from there or familiar with the destination. UWRF students in return can learn first hand about a culture from the instructor themselves and develop an understanding and a relationship with the faculty member. Thus, allowing the students gain the most from the study tour opportunity.
- I have had many professors that have led groups on trips, but only 1 in my field of marketing communications.
- I feel that there are many faculty and staff on campus from diverse countries and cultures.
- International experience of faculty in CAFES and CBE
- Dedicated and willing faculty in spite of lack of rewards.
- motivated faculty
- Faculty are a strength, but the administration talks globalization but doesn't come through with resources

Array of Opportunities (26X)

- Many programs, changes in curriculum, and travel opportunities in the international area have been added in recent years.
- We have enough international/global opportunities
- variety of opportunities for short term and semester long work
- I have had many opportunities and considerable support here on campus for international study/research/and teaching.
- There are opportunities to go if we are willing to do the preparation on our own time. There are many different sites and focuses to choose from.
- * many study abroad programs; there are opportunities
- Opportunities are out there for faculty who want to break their backs and put forth all of the effort
- A solid array of study tours and programs run by a core group of dedicated faculty and staff.
- available opportunities
- many opportunities
- variety and quality of faculty led study tours, the relatively recent additions of INTS major and minor
- We have created a nice portfolio of international opportunities (WI in Scotland, study abroad, study tours too many parts of the world).
- Study tour opportunities offered by UWRF Faculty
- good opportunities for faculty
- there are good opportunities on campus to get into groups and clubs
- I think UWRF has great study abroad options
- Availability
- good study abroad opportunities
- Quite a few international opportunities
- Faculty-led study tours continue to flourish.
- strong, rich array of faculty-led study abroad programs/tours
- many study abroad opportunities
- available international/global opportunities - program development (tours, curriculum, new majors/minors)
- Availability of opportunities for students
- Good mix of study tours and global coverage.
- lots of opportunities

Interest/Participation (7X)

- again, lots of motivation and interest
- Faculty and student interest remains developing
- Enthusiasm. Some experienced people with lots of ideas
- A number of interested people.
- Interest
- lots of people who want to do this
- improving international focus

Curriculum (6X)

- We do have international studies major and have GP component as part of the university requirement.
- Global perspectives are embedded in the curriculum and there have been meaningful program developments in this area.
- Given the costs of cross-border study / experiences, it is essential to have a university global requirement. We have instituted that recently. / That must be retained.
- The political science dept seems to promote study abroad more than others. I think it's beneficial to the students in major. International studies requires the students to study abroad. I think all majors and students should study abroad before they graduate.

- the degree to which internationalization/globalization is embedded in our curriculum - availability of majors/minors with a international/global focus
- Also, the amount of classes that teach international issues is very large.

Other (4X)

- I don't understand how to answer this differently from answer 1.
- Good
- I feel as though I answered most of this previously.
- don't know

Promotion of Programs (2X)

- Good promotion of study abroad programs
- Opportunities for international experience in recent years has been emphasized. Global dept, keeps us informed of opportunities.

Commitment to Effort (2X)

- clarity and integration of policies / - background and training
- Interest and commitment.

Q11. Weakness of the Institutional Internationalization/Globalization Efforts with Respect to Faculty, Staff and Administration

Institutional Support (18X)

- Infrastructure and organizational capacity.
- Uncoordinated units of the university are responsible for implementing programs that are not coordinated or assessed.
- No clear integrated policy on this issue even though we state we are educating leaders with an informed global perspective
- I don't have much to provide here. I teach pretty much full time and spend a lot of time recruiting and getting ready for the next study abroad group/or applying for study abroad grants, but I guess I don't sense a great deal of support or encouragement from the Administration at this particular time.
- I'm not sure that everyone who wants to go can do so, either because of competitiveness or because there isn't enough support for preparation and deceleration - it take enormous extra effort to do the planning & prep to go.
- There is lack of internal support. Additionally, there is too much overhead
- need for more support from campus office of global support
- The growth agenda means that the smaller number of faculty and staff that are still here (after multiple rounds of budget cuts, lapses, and less-than-inflation increases in our budget) are having to deal with many more students and have little time or energy left over for developing new international programming or even maintaining the ones we have. As noted, Global Connections is of moderate use, to be charitable.
- Few support structures outside encouragement, which is helpful but not substantial enough- few rewards for running the whole show either (professionally, internally) / internal training and integrated efforts or goal setting for university programming (leadership) weak.
- Global studies office does not do anything to support ITC or SA:E. All it's efforts are on WI in Scotland
- Support often times is atrocious. Too many times, I have been to a campus seminar by the "Global Connections" staff and been the only one there to hear a handful of PhD's sharing a treasure trove of their work(s). Where is the leadership from the departments/colleges to support the obvious transition to the needs a 21st century world from a 21st century institution? The days of the old Normal School are long gone and relegated to UWRF's posterity. The diversity footprint on this campus is like a size 7 foot in a

size 12 boot: you will get there, painfully, but the trip will not be it's own reward. One only need look at the rapid decline of the cultural student clubs on campus (LSO, BSO, NASO) and we are missing the boat on Middle Eastern Student involvement. We have the faculty; but no student "umpf" to drive this institutions push into the Middle Eastern area of "Globalization". Who is going to lead the real reconstruction in Iraq/Afghanistan/Pakistan/etc. as the West pulls out of the Middle East? It will be other institutions who are engaged, diversified, supportive and willing to take chances in order to be on the cutting edge in the education frontier.

- Lack of "real" support, i.e., release time, monetary support.
- Lack of support for faculty (both financial and logistical) for development of curriculum and study tours. / Lack of a plan for curriculum development and development of new majors/minors. / Don't have faculty to support the development of a standalone Asian studies minor. / Faculty are not rewarded for busting their guts to develop study tours. / Lack of connection and integration of GC with Academic Programs and policy. / Teaching loads often do not permit faculty to do as much in this area as we could. / Current attempts and approach to curriculum is haphazard. / Policies and priorities are ill-defined
- Lack of resources. Lack of focus and coordination.
- Inadequate resources / lack of infrastructure to support larger participation
- No clarity/integration of policies / not really embedded in our curriculum at all / ad-hoc, sporadic energies devoted to pursuing opportunities.
- Actual labor to support the vision of administration. Nice if more staff would support days where international experience shared. More sabbaticals awarded. More opportunity for courses taken overseas to substitute for requirements.
- Training, degrees; housing for visiting students

Faculty and Administration (16X)

- Administrative lack of support from 'Global Connections' office, especially when students are charged an administrative fee.... I'm not sure what they get for this fee.
- International studies office
- Some faculty have only limited experience yet think themselves experts. Others burnout.
- Difficulty in expanding beyond the core "believers" among faculty and staff.
- challenging to lose a faculty member in a small program to study abroad programs
- Not always qualified leaders, no training, little oversight
- staff members lack international experience
- lack of coherent strategy to utilize faculty skills / / Some very poor administrators in the recent past at UWRF
- A faculty member or administrator who has never traveled outside of the USA is not fully educated. The result is a person with a somewhat limited view of global politics and economics. We must make sure our / administration and faculty become fully educated. Those whom we hire must have a broad view. That should be one of our hiring criteria.
- Another internal weakness is the display of faculty support for the most part. While there are many faculty that are advocates for study abroad and emphasize its importance for college students and all people; the majority do very little when it comes time to display their support. There are several Study Abroad and International awareness events on campus that faculty should be required to participate in and require their students to participate in on campus. A few examples would be utilizing the Global Connections office for classroom presentations (not even the Study Tour leaders utilize this, which they should get) Other opportunities include the Study Abroad Fair, International Bazaar, International Ed. Week, etc.; Faculty do not take the time to participate in, utilize, or require their students to participate in these opportunities. More participation would emphasize UWRF commitment to Internationalization and Globalization. /
- There are not enough professors or classes for international studies and international relations.
- It's the people who have a particular interest who do this -- whatever that agenda is -- whether they are the most qualified or not.
- * lack of integrated policy focus / * not all internationally involved faculty are adequately prepared /
- Nowhere near enough faculty interest and participation.

- certain professors who do know a lot on an area or issue are not teaching about that or leading students there to learn more
- Lack of international travel/teaching opportunity for faculty/staff / International efforts/work not part of tenure process / Fulbright needs to be strengthened /

Curriculum Issues (16X)

- Is there oversight of the amount of class credits given with each study tour?
- Very few non-English language classes, few international majors.
- Should be more embedded in the curriculum
- I think that there could be more internationalization/globalization classes embedded in the curriculum. There could be more majors/minors too.
- Needs more international majors and minors/programs
- Poor integration of international experience in our curriculum; unclear policies in that area
- Many times unknowledgeable, unclear.... / need to have a greater and more practical international emphasis. Going to Mexico over J-term is fine, but there doesn't seem to be much carry over into the classroom once you return. Need more lang. classes that deal with history/art/culture, etc. As it stands right now the Spanish dept is understaffed and the classes are somewhat limited...There has to be more to be taught than Lit and Grammar! Business Spanish/German/French would be good.
- An internal weakness that UWRF faces is the development of study abroad into the curriculum, and lack of support by most faculty for study abroad. UWRF makes it very difficult for a majority of majors to count their study abroad experience in their DAR. Many students are almost penalized for their abroad experience when they return to the UWRF campus because credits did not transfer, or it wasn't approved as a course equivalent (which goes more to say about which Dean was on duty that day, then anything) Overall, if UWRF wants to send the message of international awareness and competency then it needs to start supporting it in every major. I understand the challenges, but it is this institutions mission and strategic plan to get students abroad so UWRF should reward the students that do, not hold them back.
- For the international studies students, while there are many classes concerning international issues that can be taken, there are no core courses taught by professors that are strictly international studies professors. Therefore, for students of the international studies program, there is no good person to go to for specific advice in the major.
- Certain programs do not allow for study abroad and the students in these programs are missing out such as social work majors.
- Not a great deal embedded in most courses.
- The curricula do not properly reflect international experience: it is a non-sense to have a study or tour abroad class to have to formally apply to receive the Global Perspective designation, and faculty to have to write pages of justifications about why students will enrich their native culture! To a lesser extent, the same applies for the multi-disciplinary designation. / * Inertia among faculty and unwillingness to dedicate themselves to further international development. Developing a course for a new, internationally-oriented major/minor would be a great contribution--but people are reluctant to do the work. / * somewhat parochial outlook among many faculty; culture of "Oh, you're going abroad to have fun and get paid while we have to drudge over here."
- Too many committees charged with dealing with international-type issues, inconsistent requirements across study tours
- Curriculum for INTS majors is too wide spread- focus it more on a certain aspect
- Foreign language capabilities and opportunities
- Internationalization is NOT imbedded in all curriculum, though it should be

Funding (13X)

- The lack of funding. Whether a faculty/staff member wants to explore an area of another country or do volunteer work, funding is always the issue.
- little financial incentive to faculty for international efforts
- Not much support (\$\$\$) for faculty for course development, etc.

- Too expensive
- Support for faculty not as consistent or complete as would be optimal / Budget constraints
- Lack of financial resources. Need faculty to assist with promotion of programs and the recruitment of students.
- Outside funding requires more time than is available from most faculty
- most of the semester-long opportunities are in Europe, more support for faculty to develop opportunities are needed
- I feel that more study abroad options could be given at a cheaper price.
- Not enough funding available.
- Insufficient Funding for international travel/research, etc. /
- Paltry GPR funding
- The administration talks globalization but doesn't come through with resources, need for more scholarships for students for study abroad,

Opportunities (4X)

- Another area that I think is a weakness is the lack of coordination between parties. It only seems that international activities means a study tour of some sort where tuition dollars are generated. This limits what is available to students.
- Very few opportunities and fewer institutional efforts to assist faculty to develop international connections.
- I do not feel there are enough trips for students outside of the education and art fields.
- There are so many study tours now offered that it's creating heavy competition for student involvement and support. So many of the tours are barely filled.

Other (4X)

- Keeping in contact with past students.
- Good
- don't know
- n/a

Communication (3X)

- Some confusion regarding "who" is responsible for approval of programs.
- poor coordination/communication about international students with key players...global connections, admissions, Dean's Offices
- not streamlined, not always enough support for faculty as they do this, not always part of the culture/curriculum (so students feel they are giving up a semester)

Interest (2X)

- I feel that those that are not heavily invested tend to not involved at all.
- I have not met many students who are very enthusiastic or involved.

Q11. Opportunities - Internationalization/Globalization Efforts with Respect to Faculty, Staff and Administration

Other (12X)

- I suppose they exist
- not enough opportunities
- Same as institution /
- The opportunities are the same as I have previously stated.

- I'm not certain as to what this pertains to.
- I don't know
- President Obama
- I'm not sure about the external opportunities and I don't know how well informed we are about such matter.
- See above.
- Good
- don't know
- n/a

Cooperation (11X)

- There are several good organizations which help to create opportunities for volunteers.
- Again, utilize contacts that once were very strong. For example, Charles Kao.
- lots of external interest in cooperation
- other UW campuses
- new collaborations with other UWS schools, third party providers, etc
- cooperation with other campuses within the UW system and beyond the UWS
- An external opportunity for UWRF would be to utilize other institutions success in incorporating international awareness into the curriculum. UWRF should see who does it best, find what works, and utilize it. We do not have to "reinvent the wheel all of the time." A simple step like requiring students to purchase a passport to be admitted could be a first step. Once they have that, they tend to use it. (Harvard requires it)
- Cooperative Exchanges
- We need to have cooperation between the programs to exploit opportunities that have come up within the context of each program
- Willingness of international institutions to work with US programs.
- Many potential exchange agreements and opportunities.

Administration/Faculty (5X)

- Strong continued interest by faculty to participate in international programs.
- Rewards for promoting and/or participating in g/I efforts. For example, making it explicit that g/I efforts on the part of a tenure-track faculty member will be weighted heavily during tenure review.
- More faculty development opportunities and more resources for faculty/staff and administrators that do invest significant time and effort in these areas.
- Faculty/staff should get more involved in study abroad programs, conferences, collaborative research etc.
- new chancellor and provost

Funding Issues (5X)

- There is some outside funding
- For people who have less money it would be difficult to deal with costs of study abroad
- Maybe finding funding.
- Not enough grant writing activities related to globalization effort, need to do more
- We need to explore external funding of development of our programs more. Need to encourage external faculty participation in international opportunities through travel, teaching and research.

Opportunities (4X)

- Tours are a good first step, provided / enough subject matter and reading / is done to strengthen the offering. / Extended study is a richer experience and in the long run / the more desirable type of international experience. If not offered from UWRF, then the / opportunity should be found elsewhere.
- more study abroad scholarships for international studies majors would be nice
- Look into AISEC. / This is a really good club for international interests. There are chapters in Eau Claire and the Cities that would be really beneficial for any student to look into. Has A LOT of great opportunities!

- good access to international airport and good location for international visitors

Curriculum (4X)

- allow students to focus in on an area of the world and let them earn a major in that
- More majors/minors would give you more opportunities.
- Improve language capabilities, increase funding sources. / Increase financial aid for students
- Why not change the paradigm from "we got" to "we're doing"? The new model has to be more collaborative in order to glean what students can bring to the table; rather than spoon-feed "our" program to them like Gerber. The institution needs to change the parochial zed practice of "time": the excessively long process to make change. "Innovation" is an oxymoron when it takes 2-3+ years to implement X while another institution beat us to the punch. We have to not be afraid of losing in order to win!!

Promotion of International Programming (2X)

- To make the community at large aware of the importance of cultural diversity.
- The professors do a great job at getting information out there about different study tours.

Technology (2X)

- Advancing technology allows better communication with international partners
- Using multi-media to connect with universities in other countries could be a great way for both universities to practice lang. while being exposed to cultural differences, etc. in a fun and involved way....perhaps then having a J-term class that goes to said universities to meet up with the "international pen-pals"

Interest in International Programs (1X)

- Interest in our international programs.

Q11. Threats - Internationalization/Globalization Efforts with Respect to Faculty, Staff and Administration

Funding (12X)

- Funding opportunities are becoming more difficult to find.
- Not enough funding from Madison
- An external challenge for this institution is the socio-economic status of many of the students that attend UWRF. A typical student at UWRF probably thinks they cannot afford to study abroad because of finances. In fact, this is the number one reason students say why they do not study abroad. As long as this thought prevails and continues to be passed on, most students will not study abroad. UWRF needs to start appropriating scholarship money on a larger scale for study abroad and they need to over-emphasize its importance through out the curriculum, and degree programs here on campus.
- Less state financial support
- Again, I fear a loss of financial support in terms of grants and financial aid for students to study abroad.
- need funding
- Funding.
- State budget cuts.
- Make sure that language programs and a Global Connections office are not sacrificed in these hard financial times.
- Tight budgets making international/globalization efforts reducible or expendable.
- Need more work study or other possible assistance- stipends for their time or will see it as a no reward outside student enhancement situation.
- Resources

Other (10X)

- Don't know (4X)
- No threat.
- Leaving campus for extended period of time
- The threats are the same as I have previously stated.
- I'm not certain as to what this pertains to.
- Good
- n/a

More Opportunities (9X)

- There could be more international activities on campus.
- Try to get more international related clubs/organizations started. If we have these clubs, spread the information about them.
- The challenge for these volunteers is that they are often in need of technical expertise which would limit the availability of other disciplines.
- Always playing it safe, UWRF will continue to look good but always be late to the dance. Why lose the chance to collaborate with the students right here right now? The parochial approach to timidly following, by wrote, the tedious process of committee A to committee B to person X leaves UWRF in the starting block while other institutions are lapping us. We have to think and act asymmetrically and non-lineally in this new century.
- I challenge you to create more study abroad programs.
- Doesn't seem to be vehicle for overseas campus exchange. Difficult to arrange. Not many sabbaticals awarded.
- Sister institutions are doing more than we are!
- support structures for bringing students in (housing, registration) not in place
- lack of institutional action

Economy (8X)

- The economy right now
- tough economic times may put international into luxury item category
- economy again;
- The global financial crisis
- Exchange rates, cost to include family members.
- the economy
- Tight money makes all this harder.
- bad economy

Faculty (8X)

- Relatively poor salaries means that it is difficult to compete for new faculty that could buttress our international programming.
- We have tons of scientists at UWRF. How many scientists does it take to get a student into Med school? 30 or 40?; are the taxpayers /parents getting their money's worth, when only 10% make it into Med school? Is this a wise use of precious resources?
- the increased teaching and research expectations and lack of support for development are disincentives
- Parochial attitudes that faculty and staff should be focused on local and regional concerns
- more training for professors on global issues and aspects
- Faculty is already stretched too thin.
- Faculty burn out who have experience.
- Overcoming the perception on the part of some faculty that when g/I gains, their departments lose.

Safety (3X)

- I think there are some places I would not go because of safety reasons
- remnants of provincial ideas regarding safety of international travel
- Intolerance.

Lack of focus (2X)

- We do not want to lose our focus on this and go in too many directions
- Lack of focus and coordination.

Q13. Strengths - Internationalization/Globalization Efforts with Respect to Students

Program Availability (24X)

- Students have many international and global opportunities to choose from.
- * programs there are
- available programs
- lots of programs
- Many programs available.
- Many students are given the opportunity to participate in international programs.
- More students have more / opportunities today than in the / past.
- Opportunities available to go abroad. Language study available.
- Our school has a lot of great opportunities for students who are wanting to explore other lands.
- There are many international opportunities available.
- There are many opportunities to study international topics and languages at our school. I personally am an International Studies major with a Spanish minor and am learning French. In the Modern Language department and in many classes I have had, professors are very supportive of students studying abroad.
- There are many programs available for students to study abroad.
- multiple and diverse opportunities to study abroad
- many opportunities
- Many opportunities for a variety of international experiences
- Multiple ways students can have an overseas experience. For many, first time abroad.
- VARIETY of opportunities.
- Good array of coverage and interesting tours.
- lots of opportunities
- Many study abroad opportunities.
- There are good opportunities, but there could always be more.
- Travel opportunities
- Good opportunities
- Interesting opportunities

Interest/Enthusiasm (18X)

- General interest from many students.
- interest in study abroad, a relatively affordable education increases the likelihood that study abroad is affordable
- lots of interest
- Many students eager to travel abroad
- more student interested in studying abroad / greater interest in bringing international students to campus
- Student demand for international studies and international courses across disciplines / Student interest in study abroad
- Student interest seems to be increasing.
- students are interested
- Students seem interested in study abroad.
- There is a minority of students with strong interests in these topics and opportunities.
- a few students are committed and become missionaries for the experiences
- a few students are very active
- I think that there are a high number of students who are interested in international activities.
- it does significant effect the students that are involved with the programs
- Our students do well in international experiences WHEN they participate
- Many students do participate on programs to become more aware and informed global citizens and live

up to the strategic plan goal.

- Growing interest/participation in study abroad
- motivated students

Coursework/Faculty (7X)

- several courses have an international component
- Students need to check off the "GP" requirement on their DAR.
- International experiences can fit into a number of majors and minors on campus.
- Growing interest in international students major
- Good array of courses.
- Global connections. Need more global curriculum, especially the 4/5 of world population living in Africa, Asia, and Latin America.
- Faculty commitment

Other (5X)

- discussed this in first responses
- don't know
- good assistance if needed in finding a study abroad program
- I don't know how to answer this question differently from question 1.
- Made filling out the paperwork easy

Promotions (4X)

- I think there is quite a bit of information available to students and faculty on campus.
- Presence of Global Connections on campus.
- There are study abroad opportunities that have been more publicized in the last few years.
- There is some flash to appeal to new students.

International Students (4X)

- I know several students that have come here from Asia to study. They are integrated in to River Falls quite well.
- increasing international student numbers
- Growing international student body /
- seems to be very good for intl students

Diversity on campus (2X)

- becoming more diverse
- Lots of available multicultural events.

Funding (1X)

- No financial issues.

Q13. Weaknesses - Internationalization/Globalization Efforts with Respect to Students

Financial Support (30X)

- financial issues, lack of scholarships available
- financial support weak
- Lack of financial means for many of our students
- Resources are hard to come by and adding to student debt seems like a very bad idea.

- increasing costs of higher education shifted to students
- Financial issues for the students. Not only do they have to pay tuition, but all travel expenses and that can be significant.
- Cost
- * For our students international study is not just a matter of up-front costs, it's also a matter of lost income. Something has to/can be done to address that
- Lack of resources to support students' participant in study abroad programs.
- Not many low-cost or grant supported programs.
- Some students might not know that financial assistance is available to them and therefore think a study tour is something that can never happen.
- high costs
- Economic hardship for many students to travel abroad
- MONEY &
- shortage of financial assistance for students who cannot afford study abroad
- Need for financial assistance for study abroad.
- \$275 fee to Global Connections / UWS credit card expense kick-back scheme.
- Too expensive
- -the financial piece is becoming more difficult in these difficult economic times. It's to the credit of our students that they are recognizing the necessity of an international experience before they graduate from UWRP. There needs to be more financial
- Not enough services to help our students who want to travel to other places
- Shortage of funds.
- many students seem uninterested but this may reflect a lack of funding sources
- disbursement dates of financial aid often conflicts with payments due for study abroad programs;
- Insufficient Financial Aid
- trips are usually very expensive for students
- funds for travel
- Not enough funding available to help.
- I just know that a lot of students are afraid to go on semester abroad because of financial restrictions and fear of the unknown.
- Need more financial aid to encourage student participation
- Many of our students come from families of modest means; they often do not have funds to support foreign travel for their children.

Academic Support (19X)

- Certain majors don't require their majors to do any study abroad but the students will work in a global environment with diverse population and need to be exposed to things and people outside of their knowledge base.
- Problems students encounter when trying to obtain a viable internship for their program (i.e., paperwork, lack of departmental support, etc.).
- fear on part of students at doing "high involvement" activities like SA
- and VERY little support by adapting General Education and programs to take recognize the value (in terms of credits) of international programs
- The disjointed, top-down, parochial administrative process cause student apathy and atrophy regarding the program as they advance in school toward graduation. We are not capitalizing on transforming freshman curiosity to senior leadership. Again, one only need look at the general decline of honor orgs on this campus. Being "Moo-U" and known as a teachers college is great; but we must bring it to the global stage as a progressive university with fresh and innovative ideas.
- I have not had a good experience trying to fit in travel, from my advisor.

- Many international opportunities do not fit in students major or minor plans very well. This is an area of great concern. Students are not going typically be penalized for trying to study abroad. UWRF needs to reward all majors for taking advantage of the international opportunities by at least allowing all credits to transfer back into their DAR in some categories.
- Still no language requirement on campus -- makes students more inclined to think that there's no reason to learn the language of the culture that we are purportedly telling them is worth studying. We're encouraging academic tourism, not learning.
- Some majors have few electives. Disadvantaged by study abroad. Should be a way for all students to have this experience. More mentoring (peer and faculty) for students coming from abroad and studying here.
- Preparation
- Not an integrated part of curriculum in all majors
- Not enough foreign language support, needs a wider variety
- The only thing I would say, is that there are so many international courses to take but very few of them are offered each semester.
- more language opportunities needed
- Language limitations.
- our foreign language options are growing but still quite limited
- Faculty/staff/students can get the information they need. Maybe administrative support right now might be a problem.
- lack of a foreign language
- Need to honestly create a culture that says this is important. / Many courses only superficially international or global.

Interest/Commitment (17X)

- Parochialism of many students
- Not all students understand value and need for globalization.
- I think that for the majority of our students, international experiences are not on their radar screen. We are, I believe, seen as a relatively low-cost ticket to a better job. A job that is most likely going to be in the upper Midwest and, for many, as close to their home town as possible. Relatively low level of interest in languages and in international issues beyond tourism.
- too few students are aware of committed to learning more about the world, too few study languages
- When we hold a study abroad fair, why does only a small percentage of the student population show up? I'm not blaming Global Connections--their promotional efforts have improved. I think on the whole students see study abroad as a costly option that will get in the way of their progress toward a degree.
- Most students do not get much beyond the borders of WI and MN.
- Apathetic students
- Letting students think that a couple of weeks in an international setting makes them "globalized"
- We have a large population of students who have never been outside of their home state. These students may need faculty suggestions because many will not get encouragement from home and family.
- Maybe not really interested in the educational aspects, just the travel (fun).
- low student participation in study abroad programs
- lack of interest in foreign language study
- Weak global awareness
- Not enough participation.
- I do not think that so many students are incredibly interested in study abroad programs.
- Low male student participation in study tours.
- Our students come from the middle of a large country, too many of them think Illinois is foreign

Diversity/International Students (7X)

- Small numbers of international students on campus
- need a full time program advisor/coordinator to support the student that come to RF
- the location of incoming international students is limited
- Not enough services to help foreign students on campus
- I think there could be a larger supply of international students. We have so many "Asians." people from other countries would be nice.
- not diverse enough
- Integration between intl students and UWRF students is minimal at best.

Scheduling Issues (7X)

- different colleges with different degree requirements make fitting the international experience into academic programs a challenge
- not fitting with students curriculum,
- Courses don't fit into their specific programs, so students have to add another semester.
- Making opportunities compatible with program requirements.
- sequential coursework which precludes any off campus time
- fit in with student's major
- Lack of support and curricular flexibility by many programs for study tour, semester abroad student participation.

Promotion (6X)

- Students need more information and more of a chance to travel.
- Getting the information out to students.
- Weaknesses would include lack of student awareness.
- No support to spread the word -
- The website is awful / should use students who have done trips as a resource to others.
- But as more and more students go abroad, the more students go abroad. I feel that word of mouth is working very well on our campus.

Program Availability (5X)

- The currently listed opportunities do not fit all students.
- Some of the programs don't allow much integration into the culture.
- the opportunities to study abroad are very limited
- As was stated before, the foreign languages offered on campus are limited.
- Trips are somewhat limited esp. for lang. immersion for a semester/summer.

Lack of Resources (1X)

- Global Connections could use more resources to recruit more students.

Other (1X)

- don't know

Q13. Opportunities - Internationalization/Globalization Efforts with Respect to Students

Opportunity (11X)

- They're there.
- Not enough options to choose from
- Many opportunities for students.
- Lots of study abroad opportunities.
- Students are welcome abroad with specific exchanges available.
- Students have the opportunity and possibility to participate through many different institutions to achieve virtually any study abroad experience they want!
- Wide variety of programs available to students through other national programs.
- many opportunities for various clubs and organizations
- available programs
- We continue to tell students to pick a program and we will make it work for them.
- more language opportunities, more locations to study abroad

Other (7X)

- President Obama
- Same as I mentioned above
- Why not put the student in the drivers seat when it comes to the course UWRF is taking globally? There are brilliant minds who are not engaged because our model is a top-down thing. The administrative layers are too thick: Put more of the responsibilities in the hands of students who are able/capable of leading. Perhaps it is time to examine the sacred cow of any university; general ed. Are all those requirements really necessary? Or are we enablers of No Child Left Behind? Having to place Admitted students into remedial courses seems to defeat the purpose of high school and the college prep mantra? If our Admission requirements equaled our performance, (what you have to do to be here) requirements then the savings in resources could be leveraged into our globalization paradigm.
- Good
- I simply don't know enough to comment on this.
- I'm not certain what this is asking.
- don't know (3X)

Funding (7X)

- Fundraising to support student participation in study abroad programs.
- We have student loans and scholarships and other means at our university to allow students to study abroad.
- Replace \$275 with GPR funding / Make Global Connections more effective / Increase financial aid to students
- seems very expensive
- Scholarships are available.
- Funding for curriculum and tour development needs to be explored.
- always in need of more money for assisting students

Collaboration (5X)

- Partnerships with international institutions
- There would be synergy in connecting with other campuses
- Many agreements were signed under the Betz Administration. Hopefully something can be made of them.
- Interaction with Universities abroad
- Partner with other institutions or agencies to provide expanded viable programs.

International Students (5X)

- A large number of international students who want to come to the US to study.
- I think there are opportunities to recruit international students to come to UWRF but I'm not sure we are well equipped to do the recruiting nor to deal with them once here.
- With the change of administration in Washington, there is great potential for increasing the international student presence on US campuses, including UWRF. We speak the language the rest of the world wants to speak, and we have a first class system of higher education.
- large pool of international students to recruit from
- growing number of international students on campus; increasing ease of communication across the globe

Promotion (4X)

- We have a small campus and the means with which to inform many students, friends, and colleagues.
- I believe that meetings with advisors would be a great time for them to push international travel.
- Study abroad, tours and student exchanges are great.
- Students become more aware of the world around them and more tolerant of other cultures and peoples.

Interest/Desire (3X)

- continued interest
- Desire to learn.
- interest should go up

Interest by employers (2X)

- Potential employers looking for graduates with international experience
- Increasing emphasis by employees makes international a good career move

Q13. Threats - Internationalization/Globalization Efforts with Respect to Students

Funding/Economy (24X)

- Tight economic times cause students to focus on seemingly more essential elements of college education.
- Other schools may offer more scholarships or may offer internships abroad.
- costs and funding
- Financial support, poor economy
- financial support for anything beyond "the essentials" which isn't seen to include international work
- Finances.
- Going abroad can be expensive and there is not enough financial support.
- The failing economy is going to make it harder for students to study abroad and live up to this institutions strategic plan and internationalization goals. UWRF needs to find a way to offer incentives to students who make the effort to increase their global awareness.
- Funding.
- The recession
- Money
- lack of willing partners as the economy degrades
- cost of travel
- Finances again. Lack of good English skills.
- finances; weak dollar;
- MONEY!
- financial issues, the economy

- Recession and global instability
- Possible budget/financial aid reductions.
- Cost
- lack of money on part of students, rising tuition, poorer students who are deeper in debt
- Financial
- Debt load - exchange rate
- State budget cuts, and economic situation.

Other (9X)

- possibly extends time to degree
- Bad perception: just an excuse for / a party when you go "cross-border." / This criticism is probably not justified.
- None
- Don't know (5X)
- I'm not certain what this is asking.

Parent Influence (4X)

- parents telling students to just finish their degree and go to work
- Parents who do not see value in international experience for students
- for some students lack of parental support for international travel
- Lack of support by parents for student participation

International Student Issues (4X)

- The fluctuating value of the dollar and changing regulations for travel to the US makes it difficult and/or discouraging for many international students.
- lack of funding to attract international students
- Relatively high tuition set by the State keeps foreign students away.
- Lack of local public transportation for international students.

Lack of Resources (4X)

- Administrative indifference, hostility to opportunities / Lack of state support / Failure of program prioritization process.
- other schools offer more support
- Insufficient resources.
- Lack of resources. Cost.

Interest (3X)

- Apathetic students.
- I'm going to pick on the males (I'm one, by the way). Male student participation in study abroad has always been, and continues to be, much lower than female participation. For a number of reasons a large proportion of our student body--and mostly males within that proportion--does not view study abroad as an option.
- Not reaching students about important global issues could be a serious threat.

Participation (1X)

- Diversity here will continue to flatline as prospective students continue to go elsewhere to seek innovative programs offering 21st century globalization programs.

Q15. Strengths - Internationalization/Globalization Efforts with Respect to Community

Community Involvement (14X)

- International Days
- Many study tours invite community participation to boost numbers.
- I think our university does a great job at having those in the community involved with school affairs. The Coffee with the Times is an example of one type of program.
- Some travel tours promote non-student involvement
- We have a few community programs
- many of travel opportunities originating on campus are open to the community members
- I grew up in this community and came back after a long military career. I see the same apathetic view of "the college's exchange programs" that lack any curb appeal.
- community is receptive
- I have received some very good feedback and support from the community regarding international travel and study.
- should involve community more in our activities
- The River Falls community is very welcoming. I think most of the international students feel that they are safe and enjoy their time here.
- The local community is very welcoming.
- River Falls is a very welcoming community for international students.
- The mayor is trying, as are several local businesses. Events like International Bazaar and International Education Week invite community members but there needs to be more publicity.

Other (5X)

- Well connected
- I am not sure being that I am only a freshman.
- Don't Know (3X)

Host Families (4X)

- community welcoming to international students through the host family program
- The host family program, the International Bazaar, etc.
- Many students are available who need host families.
- Some involvement with host family program

International Airport/Twin Cities (4X)

- Proximity to international airport and metropolitan area / Generally safe environment
- Proximity of Twin Cities for foreign students who want a life.
- close to international airport
- Location

Awareness/Interest (4X)

- There are a core of people in the area with great interest in international students and issues.
- Some interest.
- growing awareness
- The occasional news blurb in the journal. / Programs on campus with an international perspective do draw community members.
- Interest and commitment.

Opportunities (2X)

- popularity of annual event such as the International Bazaar and the Wyman Series, etc.
- Unity in the community and sometimes visiting places to talk about our religions is what I can think of.

Support (2X)

- Support
- Welcoming campus

Q15. Weaknesses - Internationalization/Globalization Efforts with Respect to Community

Community Involvement (13X)

- most programs are not marketed to the community
- The town knows we are here and bring in income and a tax base. How involved was the school in the recent downtown hotel complex project? Think of the opportunities lost relative to our globalization content? We missed out on the planning that could bring the world to UWRF (housing at the new hotel across the street from campus) which would put a UWRF face on "the college" in town?
- more community involvement needed
- There needs to be consistent outreach to the community
- we don't really offer a lot of things for the community to participate in, the community also does not seem to have many global opportunities either
- I haven't had to deal with local community on these issues. Since I don't have to deal with them, I think this is a weakness because I have no idea how they stand.
- Weak connections with the community as it relates to this
- I'm not aware of any outreach to the community
- Local community needs more education about this
- No clearinghouse to help community know about available options. So we need to do all advertising /community recruitment.
- Inadequacy of local communities to provide a life for foreign students
- I've made a point of inviting the community (including Twin Cities) and found that little effort is made by the community to participate when we have international speakers.
- Many local residents, I fear, look on international students with suspicion and fear.

Other (10X)

- weather in Wisconsin / Small nature of town
- Insular environment.
- Much higher profile needed for our overseas visitors - more celebration of our visitors.
- I really don't know
- If "The Community" you mean River Falls, I don't know how to respond to this question.
- I am not sure being that I am only a freshman.
- Don't Know (3x)
- Not internationally diverse

Public Transportation/Logistical Issue (6X)

- Logistical issues are not worked out well
- Logistical issues, definitely. We're so close to a wonderful metro area and so isolated from it with regard to public transportation.
- Limited transportation options to Twin Cities and other areas
- Lack of transportation options to Twin Cities
- No public transportation to Cities
- Ease of travel is an issue. It's very difficult to conduct classes while tran

Host Family Program (5X)

- International students traditionally have not been integrated well into the campus community.

- being a host family was great in terms of hosting the student, but terrible in terms of the organization of the Host Program -- never got a list of other host families so we could coordinate activities, did a lot of driving around (providing transportation...), students have to leave the dorms before they leave the country -- therefore several "lived" at my house for a while....
- Not enough staff time to see that the host family program works.
- unsure of housing opportunities for international students
- Host family program through GC needs to be more organized. / Don't encourage community participation in tours, need to better advertise our opportunities

Interest (3X)

- Some students might not be involved their first year on campus, especially if they commute.
- lack of global awareness/interest in international issues/lack of legislative support
- There is a weakness. I feel that people are ignorant and could learn more.

Promotion (3X)

- lots of lip service
- Make more announcements
- Lack of thorough education on need and opportunity.

Opportunities (2X)

- the number of programs has decreased in the last few years /
- Not aware of all the opportunities

Financial Resources (1X)

- Lack of resources (financial and staff) for promotion and programming.

Q15. Opportunities - Internationalization/Globalization Efforts with Respect to Community

Community Involvement (11X)

- Our university does great at inviting the community event to join in on study tours. Sometimes they are not closed off to just students which I think is great because it gives students a chance to be with adults as well who are experiencing a different culture as well.
- involve community in short-term study tours
- Make things more available to the community
- There may be more interest in short trips/educational experience in tours as the demographics of our aging population increases
- Community interest in travel tours remains high with some interest in academic international programs.
- Bring River Falls on campus. There are resources (mainly classroom or meeting spaces) that go unused "because, blah, blah, blah....some process was not followed" You have to spend money to make money; is that not part of our CBE curricula? Why not collaborate with community professionals, entrepreneurs, and city leaders to teach (seminars) on what they do to grow River Falls into the 21st century?
- get more involvement
- Seek more community involvement to take some burden away from UWRF and faculty/staff.
- Community would welcome opportunities to host -- I have talked to many who didn't know it didn't mean having the student "live" at their house for the year...need to get the word out.
- Need to encourage more involvement with host family program. / Possible partnerships with community members need to be explored. Establish a global/international lecture series on campus.

- ties of the local community with our campus

Other (8X)

- Can't think of anything.
- Again, I'm not sure how to respond.
- I am not sure being that I am only a freshman.
- Don't Know (5X)

Collaboration/Cooperation (4X)

- Potential collaboration projects.
- Collaboration with other institutions to arrange joint transportation opportunities
- Many exchange programs have been organized with overseas campuses. Perhaps could do more with Europe as have in Asia.
- businesses looking for international experience may lead to more students seeking study abroad opportunities

Community Outreach (3X)

- To reach out to the community in an inclusive manner.
- Mayor's Committee emphasizes inclusiveness; many more physical displays of people of color in stores. some products- Unity in the Community downtown
- Expansion of things like Unity in the Community to take campus activities out into the town.

Location/Transportation (3X)

- MSP/Location to TC/St. Croix Valley
- Improve transportation services to Twin Cities
- Using the twin cities resources

Q15. Threats - Internationalization/Globalization Efforts with Respect to Community

Other (13X)

- Problems with young "unruly" travel partners (?), liability issues (?)
- Community could benefit much more from having international students visit classrooms, etc.
- The continued "We and Them" paradigm will not do UWRF any favors in trying to globalize innovatively. For example, think of the many veterans who have served in foreign posts (not just war) and who could pass on what they did. How about they business people that travel overseas? I am sure they could offer some great things in a collaborative environment? We are missing the chance to change "the college" to "Our university". This is UWRF sounds better to me than "this is just UWRF"!
- River Falls already is inclusive- you don't need any signs to prove it.
- nothing changes
- Ignorance?
- I don't know what opportunities are available through "the community."
- I am not sure being that I am only a freshman.
- Don't Know (5X)

Interest (6X)

- Lack of engagement.
- Other university might have more of an outreach problem to different cultures in their community.
- There doesn't seem to be a lot of interest.
- indifference, lack of time
- Difficulty in changing the marketing of university programs to the community.
- Legislative and WIS policy are hostile to internationalization. / Perception of study tours being parties. / Not encouraging community participation.

Lack of Welcome (5X)

- some in community not welcoming of "foreign" students
- Lack of culturally appropriate foods in the grocery stores and (probably) in the food service - where, in town would one get Hallal (sp) food?
- Intolerance
- Some evidence of negative reaction from community members to international students
- Other communities (large cities) have greater awareness!

Public Transportation (4X)

- Lack of public transportation (e.g. very hard to get into the Twin Cities without a personal car)
- River Falls boasts its close proximity to the Twin Cities. However, for students without vehicles (International students) it is almost impossible for them to go to the cities. Ironically, UWRF uses this as a major attraction for students.
- Foreign students do not have access to public transportation
- Same as institution. / Transportation into TC/MSP

Funding (3X)

- The economy and the ability of participants to afford participation
- the cost of tuition continues to rise, the government of the state of WI is not doing anything in terms of the cost of education or helping students, the economy
- Finances.

Q16. Final Comments

Opportunity (12X)

- I believe the international experiences for students and faculty has been greatly improved over the years, but this improvement has only underscored the importance for additional expanded opportunities.
- UWRF provides lots opportunities for travelling abroad think students could benefit from more programs more ways to pay for trips, more education about places to go than things to study. Students also need programs that want students to study abroad. from age science to art students have the potential to work in a diverse world and need to be prepared for that world
- Many of us who are involved in these efforts are frustrated. We need to focus our efforts, UWRF has to stop trying to make connections everywhere....., stop developing new programs, majors, until we shore up the ones we have.....our students need this experience more than most but it's hard for us to provide it to them. There are models out there we could learn from...please do some benchmarking!
- Come up with another source for students to participate other than study tours. Create some sort of volunteerism program which will give them a meaningful experience, existing as a local resident.
- Generally, there has been an explosion of international programs on campus, most of which does not feel coordinated. The ITC, WIS, Study Abroad are the most in depth programs. I've participated in all 3 programs and feel the academic piece is the most through and that these programs give the students the most support.
- I think we need to ensure that we 1) focus our efforts with fewer short-term study tours and more long-term experiences. 2) especially those that are low risk to students (less SA and more WIS or ITC-these provide students with truly attitude changing experiences and community with faculty/students but are not as likely to "Scare off" skittish, first-gen students.
- There are not enough international locations offered.
- more programs available to students for semester abroad, and helping them use global connection pages for programs available from other university of Wisconsin schools
- Being an international studies major, I would like to know ways that I can get involved in anything related to my major.
- Need more service oriented study abroad opportunities. Need to expand the number of study abroad opportunities to the Middle East, Africa, and Asia.
- Overall, the lack of a clear strategy for internationalization is creating an environment of haphazard and disconnected development in this area. We need clear academic and administrative policies and some priorities to drive them.
- I would like to see an Asian Studies Minor, although I'm frustrated that I've taken most of the courses for the Asian Studies Minor already and I'm going to graduate with a double-major.

Funding (10X)

- We are trying hard and making progress but the lack of resources is killing us!
- Allocate more resources to global connections office and make it more accountable to our international needs
- It's trite but true: If we put our money where our mission is, we'll be successful at internationalizing this campus.
- This is important and I hope that as a result of prioritization, we will devote more institutional resources to this area.
- My perception is that a fair amount has been done in the past 30 years to foster global education at UWRF. But we have been trying to do a lot with a very small budget for many years. There are many dedicated faculty at RF who put much effort into global education, but it is done on the cheap. Faculty with global knowledge are rarely the highest paid faculty. There is no commitment to rewarding faculty for global knowledge, per se. Only if it is tied to business, and as we know that can sometimes be a house of cards.
- I'm glad we have a goal of expanding our international/globalization efforts at UWRF, but I think we need to focus on those activities that we can do well and not spread ourselves too thin.

- We struggle as a campus to provide basic infrastructure support to domestic students yet at the same time believe we can grow our international efforts without having an identified infrastructure of support in place. I believe that we can grow the international population but not without investing in the infrastructure first.
- It all costs money and/or release time.
- In addition, the budget and staffing for the Global Connections Office is a joke. It is amazing we have as many students participating in these programs as we do. It certainly has nothing to do with administrative support of the programs. If internationalization is really a priority at UWRF, the budgets and reward structures certainly do not reflect that.
- The responsibility of looking after students outside the U.S. is considerably greater than it is in a classroom at UWRF. Yet there is little to indicate this is recognized by administration as little credit and remuneration accompany the international effort.

Other (10X)

- I think great strides have been made the past few years, but there is a long way to go.
- We have made significant progress in recent years. We must maintain the momentum even in the face of economic difficulties.
- I was in the VA hospital for treatment for complications of wounds suffered on the global battlefield; and so I was now able to answer the survey. // I have been as honest and in-depth as possible.
- Critical to a complete education and should be an expected part of a university degree
- This survey is a good initiative, kudos for doing it. Hopefully something will come out of it.
- The design of your study was a bit redundant. You could have asked the questions a bit more efficiently.
- No (4X)

Support (8X)

- I believe that I have done as much as I can do for international study and study abroad opportunities. I don't feel that there is a great deal of support for study abroad opportunities or even encouragement from other faculty and the administration for international study for faculty/staff.
- Keep up the hard work; I think our programs are something to definitely be proud of.
- We need to bridge college and departmental differences and support the programs we have. We need to have all the credits earned in international experiences count in our students programs, and use travel abroad as a base for research topics within the major (even for such subjects as Physics).
- Hopeful of evolving commitment to this important aspect of undergraduate education. Survey is good tools for gleaning ideas if return is good.
- Keep trying!
- Thanks for the opportunity for input. I hope Internationalization, particularly the UWRF presence in SE Asia is supported at the highest level.
- I think we have an incredible group of staff in Global Connections who are doing everything they can to increase our international/globalization efforts at UWRF. However, they are fighting for resources just like everyone else. Where do we put our limited resources and money?
- UWRF needs to: 1) develop a comprehensive strategic plan with respect to globalization efforts and establish priorities, and 2) effectively coordinate various efforts and programs on campus and provide true leadership for overall initiative.

Faculty/Staff (7X)

- There is need for more and better trained staff members in the Global Connection office. Faculty members who are involved with study abroad programs are not well compensated for their time, effort and commitment to globalization efforts at UWRF!
- I believe that faculty-led and initiated programs are superior to committee generated ones. Faculty know what they want to do and are enthusiastic and need financial support. Committees discuss what faculty SHOULD DO, but faculty themselves know what they WANT TO DO. That is where the energy comes from, and faculty should be supported in that.
- There are too many uncoordinated efforts that abound. The faculty are responsible for the curriculum

under Chapter 36, and the faculty should be responsible for the development and implementation of the infusion of global material into the curriculum. The whole student affairs side of the shop needs to be dismantled and resources relocated to dedicated faculty units that can coordinate this effort.

- We need better coordination, management, and communication in support of our international initiatives.
- UWRF has been truly a pleasure when it comes to studying abroad and the International Studies major. The price and awesome professors have made my dreams become close to a reality, and I feel as though I have a better direction because of the connection I share with my professors and advisors. The ITC trip was amazing, and has to be one of the top programs in the world without a doubt. I have friends all over the world as a result, and have benefited from tremendous networking as a result. All I have are positives for the international studies effort @ UW - River Falls. Kudos to Charlie, Wes, Rik, and all the others who take part and motivate their protégés.
- A strong academic presence needs to be developed in Global Connections. Global Connections needs to be more responsive to the development and promotion of study tours, for the size of their staff, they should be able to do a lot more. We have a lot of potential but do we have the actual wherewithal to support it financially.
- There are no reward structures in place for the development or implementation of international programs at River Falls. In fact, the current structure is largely punitive when it comes to participation in these programs.

Interest/Promotion (6X)

- Somehow, students need to be encouraged to step out into the world. To have a steady stream of international students coming to UW-RF and having so few of ours go abroad is a problem that needs to be fixed.
- We have come a long way in a relatively short period of time. Having an internationally-focused campus is becoming more and more important. UWRF needs to keep the interest level high in travel, bringing more international students to campus and offering more opportunities for staff. / It would be wonderful if someone would offer a tour of sorts for any UWRF employees that would be interested. I think it would be wonderful for everyone on campus to see the advantages of internationalizing our campus.
- I do not feel as though I know exactly who to contact in order to see what travel abroad option would work best for me.
- Need to make better displays, ads for study abroad stuff, make a video (a good one, not a slideshow), promote travel in a better way. Make the trips more accessible to all majors, for example, the Peru math trip could be geared mostly towards math, but also towards Spanish, Peruvian culture, photography/art students, film students, etc. / More programs like SAE would be nice...maybe somewhere other than Europe, and maybe over Jterm. For example if I wanted to study Mayan culture, art and architecture in Central America I should be able to, especially on a campus such as UWRF where a class like this is not offered. To combat the limitations in curriculum at UWRF it would be nice to see a little more creativity/flexibility on the behalf of the intl studies department. The world has a lot to offer, UWRF should try to take better advantage of it.
- This survey was kind of confusing. I think we have excellent programs that students don't know about. That is the main problem in my opinion. But I am passionate about traveling so maybe I just think its not talked about enough because of that.
- I am very pleased with our international studies program at River Falls. It has opened my eyes to many wonderful things that I will never forget. It has also prepared me for a global world that is growing in so many ways. :)

International Students (4X)

- Some international students told us that when the workers in Global connections office picked them up and dropped them in the dorm and that was all they did for them. / Not thinking about what they need after the international students arrived is not a good sign for good customer service. Not providing transportation for the international students could restrain them from doing many activities and make them feel they are in a prison. I strongly request the school at least provide the bus for them when they need to do shopping or other things. They can pay for it. / / Thanks

- I wish there were more opportunities for students to interact and meet international students. I was lucky, because my freshman roommate was an international student from Japan, so I was fortunate to make a lot of connections. But I think all students would benefit from more interaction, including the international students.
- Need to do a better job of supporting international students and getting them better connected with American students. I believe more students would be willing to have an international student be his or her roommate in the residence halls or apartment.
- Also, lack of public transportation to the Cities is a big negative in trying to attract more international students, and the campus can't make-up the difference.

Services (IX)

- If we emphasize on globalization, we would try our best to make it an international campus. Service is a fast growing industry in US, same here on campus.

Appendix B – Summary of Numeric Responses

1. Please rate your own involvement with international/globalization efforts at UWRF. Efforts include integration of materials into curricula, pursuing an international-focused major/minor, working with international students, leading/participating in study tours, working with international colleagues, international travel, etc.

1	Very Involved	46	40%
2	Involved	40	34%
3	Somewhat Involved	16	14%
4	Hardly Involved at All	14	12%
	Total	116	100%

Mean	1.98
Variance	1.03
Standard Deviation	1.01
Total Responses	116

2. What best describes your position at UWRF

1	Faculty or Teaching Academic Staff	43	37%
2	Administrator or Administrative Staff	17	15%
3	Student	51	44%
4	Other (please specify)	5	4%
	Total	116	100%

Mean	2.55
Variance	1.88
Standard Deviation	1.37
Total Responses	116

I have worked both as a faculty member and administrator
Office support
Professor Emeritus
academic staff
Emeritus professor

3. How many courses do you teach that have the following levels of international/global content?

Number of Classes Taught by Percent International Content					
International Content	N	1	2	3	4+
None	9	11%	11%	44%	33%
Up to 25%	19	47%	37%	5%	11%
Up to 50%	11	9%	18%	18%	55%
Up to 75%	8	0%	63%	13%	25%
More than 75%	20	0%	30%	30%	40%
Statistic	Number of courses				
Total Responses	43				

4. Have you led or participated in an international study tour?

1	Yes	58	50%	Mean	4.50
2	No	58	50%	Variance	0.25
	Total	116	100%	Standard Deviation	0.50
				Total Responses	116

5. Have you attended/participated in a professional conference, consultancy, technical assistance or other service opportunity in another country?

1	Yes	56	49%	Mean	1.51
2	No	59	51%	Variance	0.25
	Total	115	100%	Standard Deviation	0.50
				Total Responses	115

6. Have you ever spent an entire semester (or more) studying/teaching/researching abroad?

1	Yes	59	51%
2	No	57	49%
	Total	116	100%

Mean	4.49
Variance	0.25
Standard Deviation	0.50
Total Responses	116

7. How would you rate your foreign (non-English) language skills (if you have skills in multiple, non-English languages, rate the one with which you are most adept)?

1	Reading	25	42	16	15	16	114	2.39
2	Speaking	25	35	25	18	13	116	2.35
3	Writing	17	37	21	19	21	115	2.09

Mean	2.39	2.35	2.09
Variance	1.80	1.66	1.82
Standard Deviation	1.34	1.29	1.35
Total Responses	114	116	115

8. How would you rate the overall international/globalization effort at UWRF

1	Strong	11	10%
2	Moderately Strong	66	60%
3	Moderately Weak	26	24%
4	Weak	7	6%
	Total	110	100%

Mean	2.26
Variance	0.53
Standard Deviation	0.73
Total Responses	110

9. How would you assess UWRF's internal strengths-weaknesses and external opportunities-threats with respect to our overall institutional international/globalization efforts?

Total Responses	82
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See Appendix A for list of comments

10. Overall how would you rate international/globalization at UWRF as they relate to the faculty, staff, and administration?

1	Strong	12	11%
2	Moderately Strong	61	56%
3	Moderately Weak	21	19%
4	Weak	7	6%
5	Don't Know	7	6%
	Total	108	100%

Mean	2.41
Variance	0.99
Standard Deviation	1.00
Total Responses	108

11. How would you assess UWRF's international/globalization internal strengths-weaknesses and external opportunities-threats (challenges) with respect to the faculty, staff, and administration?

Total Responses	73
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See Appendix A for list of comments

12. Overall how would you rate international/globalization at UWRF as they relate to the students?

1	Strong	9	9%
2	Moderately Strong	46	45%
3	Moderately Weak	37	36%
4	Weak	5	5%
5	Don't Know	5	5%
	Total	102	100%

Mean	2.52
Variance	0.83
Standard Deviation	0.91
Total Responses	102

13. How would you assess UWRF's international/globalization internal strengths-weaknesses and external opportunities-threats with respect to student issues?

Total Responses	66
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See Appendix A for list of comments

14. Overall how would you rate international/globalization at UWRF as they relate to the community?

1	Strong	0	0%
2	Moderately Strong	24	23%
3	Moderately Weak	34	32%
4	Weak	21	20%
5	Don't Know	27	25%
	Total	106	100%

Mean	3.48
Variance	1.22
Standard Deviation	1.11
Total Responses	106

15. How would you assess our international/globalization strengths-weaknesses and opportunities-threats with respect to the community?

Total Responses	45
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See Appendix A for list of comments

16. Is there anything else you would like to add about international/globalization efforts or issues at UWRF?

Total Responses	53
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See Appendix A for list of comments