Linking Institutional Mission with Internationalization Goals at Regional Comprehensive Universities

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Brian N. Stiegler, Ph.D., Salisbury University

Chair: Jermain Griffin, Ph.D., American University
Agenda

• Introduction
• Three case studies
  • Western Kentucky University
  • Grand Valley State University
  • Salisbury University
• Discussion/Q&A
• Closing Remarks
Objectives

• To offer insights into some of the challenges with executing internationalization plans that are congruent with institutional mission.

• To highlight complex cases of internationalization implementation at regional comprehensive universities.

• To provide examples of successful approaches that may be helpful toward your institutional efforts to internationalize in challenging times.
Regional Public Comprehensive Universities

- Diverse student body (Commuters, Race, Socioeconomics, etc.)
- Undergraduate & Master’s students (Few PhD programs)
- Teacher training tradition
- Faculty: Max teaching load, research, & service
Panelists

Dr. Craig T. Cobane
Chief International Officer
(2012-2017)
Western Kentucky University

Dr. Mark Schaub
Chief International Officer
Grand Valley State University

Dr. Brian N. Stiegler
Assistant Provost for International Education
Salisbury University
Western Kentucky University
Bowling Green, KY

WKU
- ~20,000 students
- Four campuses
  - Bowling Green, Owensboro, Elizabethtown, Glasgow
- ~35% First Generation
- ~33% Pell Eligible
- ~23% Non-majority

Kentucky
- 3rd lowest percentage of residents with valid U.S. Passports
- 5th poorest state
- Predominately rural
- Conservative region of a conservative state
International Organization: Changes in Structure

Pre-2012

• 5 CIOs in 7 years
• One international “silo”
  • Office of International Programs
  • Int’l Student Support Services
  • Study Abroad & Global Learning
• “Outside the silo”
  • Confucius Institute (President)
  • Chinese Flagship Program (MHC)
  • Harlaxton Study Abroad (MHC)
  • Semester at Sea (MHC)
  • KIIS (Asst. Vice Provost)
  • Navitas (Asst. Vice Provost)
  • ESLi (Asst. Vice Provost)

2012-2017

• Three distinct international “silos”
  • CIO – International Enrollment Management
    • International Enrollment Management and Student Services
  • CIO – Global Learning (CTC)
    • Office of International Programs
    • Study Abroad & Global Learning
  • DELO (Div. of Extended Learning Opportunities)
    • Faculty-led Study Abroad
• IEAC (Int’l Ed Advisory Council)
  • Only advise on CTC’s responsibilities
• “Outside the Silo” the same
Internationalize Key Constituents & Bringing the World to WKU

- Staff Internationalization Grant (SIG)
- International Multimedia Grant (IMG)
- Curriculum Development Int’l Programs Grant (CDIP)
- Diplomat in Residence (DiR)
- Zuheir Sophia Endowed International Faculty Seminar (ZSEIFS)
  - Spring semester seminar on target country and two weeks in country
  - Internationalize their courses, research, service (e.g., new material, case studies, etc.)
- International Year of... Programming (IYO...)
- Brought Fulbright scholars to campus and CIES to campus
Increased Education Abroad Numbers

- 37% increase in education abroad 398-543 (2011 - 2017)
  - Moved rank from 39th to 19th Master’s Institutions (IIE Open Doors)

- Initiative Implemented:
  - Simplified application process
  - Created Study Abroad Representatives (increased “buzz”)
  - Increased number/diversity of provider options
  - Study Abroad Fair twice a year
  - Increased WorldTopper Scholarship (everyone got something)
  - Created a $150 Study Abroad Application Fee
  - Student Teaching Abroad

- KIIS and CCSA moved to campus (WKU became school of record)
- OIP & SAGL Annual Reports: https://www.wku.edu/oip/annualreportarchive.php
Diversify Education Abroad

• Grew URM participation in education abroad by 110%
  • Increased African American study abroad by 187%
  • African American participation rate grew from 5.3% to 7.5%

• New Initiatives:
  • Enhancing Diversity in Global Education (EDGE), 2013
  • Alternative Gilman Grant, 2014
  • Supplemental Gilman Grant, 2014
  • Pell Eligible Application Scholarship, 2016
  • Passport Scholarship (Need-based), 2016

• 2018 Diversity and Inclusion Champion
  • Excellence in Diversity & Inclusion in International Education Awards (EDIIE), by Diversity Abroad.
Office of Scholar Development
(created in 2006)

- Ranked in Top 10 Fulbright Producing Master’s Institutions
  - 2012, 2014, 2015, 2016 (ranked 2nd) [seven finalists this year]
- Critical Language Scholarships (year, number, percent of awards in KY)
  - 2013 – 4 (50%); 2014 – 6 (50%); 2015 – 4 (44%); 2016 – 5 (33%)
- Princeton in Latin American, Princeton in Asia, etc.
- JET Program, EPIC, TALK, Peace Corp, etc.
- USFSIP – United State Foreign Service Internship Program
Funding these initiatives:

• Visiting Scholar Residence (VSR)
• Study Abroad Application Fee ($150 to apply to program)
• Grants:
  • UISFL Grant “Developing Asian Studies at WKU” (2009)
  • Chinese Flagship Program (2009-2020)
    • ~$3.5 million total thus far (including ~$800,000 in study abroad scholarships)
  • Confucius Institute (2008)
    • Brings 40+ Chinese Language Teachers to south central Kentucky annually
    • “Confucius Institute of the Year” (2013 and 2015)
    • Selected at one of ten “Model Confucius Institutes” (2014)
• UISFL Grant “Arabic for International Careers Program” (2016)
## International Enrollment Management at WKU

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of International Students at WKU</th>
<th>Rank among IIE Open Doors, Master’s Comprehensive Universities</th>
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<tbody>
<tr>
<td>2017</td>
<td>1,328</td>
<td>21st</td>
</tr>
<tr>
<td>2016</td>
<td>1,522</td>
<td>12th</td>
</tr>
<tr>
<td>2015</td>
<td>1,541</td>
<td>15&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>2014</td>
<td>1,096</td>
<td>27th</td>
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</tbody>
</table>
Honors College International Center (2015)
Grand Valley State University (GVSU)

- 25,049 students in Fall 2017
  - 21,937 undergraduate students
  - 3,112 graduate students (masters-level & 2 prof. doctorate programs)
  - 84 different countries represented
- 2 Main campuses (11 miles apart), in Allendale MI and downtown Grand Rapids MI
- First students enrolled: 1964
A crowded field

- R1 Research Universities (3)
- R2 Research Universities (3)
- R3 Research Universities (2)
- Comprehensive Universities (7)
  - Ferris State University
  - Grand Valley State University
  - Lake Superior State Univ.
  - Northern Michigan University
  - Saginaw Valley State University
  - Univ. of Michigan—Dearborn
  - Univ. of Michigan—Flint
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</thead>
<tbody>
<tr>
<td>Wayne State</td>
<td>7,682</td>
<td>8,176</td>
<td>8,455</td>
<td>8,736</td>
<td>8,914</td>
</tr>
<tr>
<td>Michigan Tech</td>
<td>6,816</td>
<td>7,485</td>
<td>7,222</td>
<td>7,399</td>
<td>7,290</td>
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<tr>
<td>U of M-Ann Arbor</td>
<td>6,506</td>
<td>6,745</td>
<td>6,844</td>
<td>7,044</td>
<td>7,200</td>
</tr>
<tr>
<td>Lake Superior</td>
<td>5,058</td>
<td>5,712</td>
<td>6,075</td>
<td>6,421</td>
<td>6,971</td>
</tr>
<tr>
<td>Northern</td>
<td>4,872</td>
<td>5,362</td>
<td>5,617</td>
<td>5,988</td>
<td>6,385</td>
</tr>
<tr>
<td>Michigan State</td>
<td>5,579</td>
<td>5,819</td>
<td>5,848</td>
<td>5,979</td>
<td>6,076</td>
</tr>
<tr>
<td>Western</td>
<td>4,503</td>
<td>4,898</td>
<td>5,066</td>
<td>5,288</td>
<td>5,494</td>
</tr>
<tr>
<td><strong>State Average</strong></td>
<td><strong>4,776</strong></td>
<td><strong>5,079</strong></td>
<td><strong>5,182</strong></td>
<td><strong>5,345</strong></td>
<td><strong>5,476</strong></td>
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<tr>
<td>Ferris</td>
<td>3,735</td>
<td>4,022</td>
<td>4,149</td>
<td>4,307</td>
<td>4,420</td>
</tr>
<tr>
<td>Eastern</td>
<td>3,650</td>
<td>3,909</td>
<td>3,953</td>
<td>4,207</td>
<td>4,364</td>
</tr>
<tr>
<td>Central</td>
<td>3,267</td>
<td>3,647</td>
<td>3,883</td>
<td>3,944</td>
<td>4,117</td>
</tr>
<tr>
<td>U of M-Dearborn</td>
<td>3,375</td>
<td>3,543</td>
<td>3,615</td>
<td>3,681</td>
<td>3,748</td>
</tr>
<tr>
<td>Saginaw Valley</td>
<td>2,628</td>
<td>3,059</td>
<td>3,193</td>
<td>3,409</td>
<td>3,577</td>
</tr>
<tr>
<td>U of M-Flint</td>
<td>2,962</td>
<td>3,157</td>
<td>3,164</td>
<td>3,266</td>
<td>3,444</td>
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<tr>
<td><strong>Grand Valley</strong></td>
<td><strong>2,588</strong></td>
<td><strong>2,835</strong></td>
<td><strong>2,943</strong></td>
<td><strong>3,040</strong></td>
<td><strong>3,087</strong></td>
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<tr>
<td>Oakland</td>
<td>2,797</td>
<td>2,896</td>
<td>2,831</td>
<td>2,868</td>
<td>2,872</td>
</tr>
</tbody>
</table>
IZN Strategy

- ACE Internationalization Lab, 2012-14
  - IZN inventory, w/ surveys
  - IZN recommendation report

- Two areas of emphasis
  - Global learning in every major (beyond GenEd courses)
  - Global learning environment (including int’l. students)

- 12 specific recommendations; 6 are “done” as of Jan. 2018

GVSU faculty delegation to UDLA (Mexico)
Why more Int’l. Students?

• “Out-of-state and foreign students are squeezing out Michiganders. Our sons and daughters should come first.”

• “There’s no substitute for international students,” Block said. “They bring perspective you just can’t get from the domestic population. It really does add to the environment for everybody.”


Deeper Global Learning

- 14% of GVSU undergrads study abroad
  - 40% Pell-eligible
  - 40% First generation
- Global Learning in GenEd (3 courses), but still not enough
- Ambitious aim: Level 3 GL or higher in every major
Leverage strengths: Alumni

- Harness their messages on their Alma Mater
- Focus recruiting where they are
Leveraging strategic “gimmicks”

• Study Abroad scholarships for prospective students (also done @ WMU, BGSU, UD)

• Targeting specific populations for Education Abroad
  • Under-represented groups
    • SOC
    • First-generation
    • Student-athletes

• Recruitment efficiencies
  • Education USA scholarships
  • Alumni-driven visits
  • Educate/indoctrinate agents on campus
Define the “provincial” as “global”

- Incessantly use language that defines the university in its largest context
- Connect local job creation initiatives with local immigration communities served
- Tie “global” with “civic”, “service,” “leadership,” “democracy,” “economy”
Connect “global” to traditional priorities

- Academic Learning Outcomes
- Enrollment Management
- Fiscal Responsibility
- Diversity and Inclusion
Dwell on the positives

• DO:
  • Tell stories of success
  • Minimize the challenges
  • Focus on how far you have come
  • Focus on revenues generated

• Do not:
  • Make “global” feel inaccessible
  • Highlight the risks/liabilities
  • Complain about expenses
  • Beg for resources
Thank you!!