

Professional Staff Ad Hoc Committee
Suggestions to the Task Force on Developing an International Perspective
Campus Directions Committee
April 16, 2003

I. INTERNATIONALIZING THE CURRICULUM

Internationalization of the curriculum provides a broad-based approach to developing an international perspective for all students at IUSB. It is vital that the university provide the training and materials to support faculty efforts to internationalize courses.

We suggest that UCET work with departments directly to discuss ways to incorporate a global aspect for course content. For example, when a theory or discovery is presented, some of the historical context can be included to emphasize the contributions of scientists from all over the world.

In addition, we suggest a general education requirement that encourages students to attend a minimum number of "international" or cultural events on campus or in the community. A punch card system to the one used in the Division of the Arts could be employed.

II. INCREASING STUDY ABROAD PARTICIPATION

Increasing study abroad for IUSB students is an important goal. A university goal of 1% of IUSB students studying abroad in 2006, while expecting 5% of the student body to be comprised of international students seems an uneven distribution of resources that does not provide the best benefit to IUSB's primary customers, northern Indiana students.

We suggest the primary allocation of resources should be for sending our students abroad rather than bringing others here. For example, the summer Marine Biology course could have a cultural component added if more funding was available.

III. INCREASING INTERNATIONAL STUDENTS ENROLLMENT

The strategic emphasis appears to be heavily weighted towards increasing international student enrollment at IUSB. While international students do lend diverse cultural, religious, and political views to the campus, they will provide only a minimal contribution towards the development of a global perspective within the overall student body. The costs associated with supporting international students on campus far exceed providing educational opportunities to Indiana students. If increasing the international student population on campus to 5% necessitates budget cuts for programs benefiting the entire student population, the price far outweighs the associated benefits.

The goal of reaching a 5% international student population is set to be completed in 2006, although many of the resources necessary to reach the goal are not requested until 2007.

In August 2010 the strategic plan asks for the establishment of offices or facilities where interactions of students will be enhanced and facilitated. We suggest that the proposed facilities should serve the overall student population, rather than encouraging interaction of international students apart from the general population.

In the assessment criteria for increasing international student enrollment at IUSB states, a satisfaction survey of international students on campus is proposed by 2010 to evaluate each of the goals for bringing international students to campus and monitor increase in international student enrollment. We suggest that the faculty, staff, and overall student population be included in this survey to assess the program.

One suggestion for internationalizing the IUSB Fest is to incorporate an ethnic theme into the activities and refocus the festival to encourage more college-aged students to participate.

Joanne Detlef is going to a conference on internationalizing the campus with a focus on successful model programs in a few weeks, involving most of the Big 10 schools and others. We suggest that she be consulted to help evaluate the strategic goals and implementation of these goals in light of what she learns at this conference.

What follows are her comments on the need for internationalizing our campus.

“We have a need for education of faculty, students, and international students. International students complain that American students do not talk with them or want to be in work groups with them. Thus they maintain their own culture and language even while on campus. Faculty, on the other hand, consider international students a burden. Faculty complain that students can't speak so that others can understand, their writing is all wrong, their perceptions are skewed... .. Obviously, we have a cultural divide that we haven't narrowed yet. And it's a divide that needs more comprehensive addressing than the ESL program and the Writing Center can give.

Obviously, the international students comprise the center of the real social life on campus, but the socializing occurs mainly between and among themselves, not with Americans. At the same time, they excel on campus for their work ethic and high motivation, but they, nevertheless, are marginalized in the academic setting.”

Committee Members

Constance Fox

Joanne Detlef (in absentia, but with comments)

Terri Demmon

Michele Morgan-Dufour