

Higher Learning Commission
Self-Study Questionnaire/Report for Non-Instructional Units

Non-Instructional Unit: Office of International Education & Programs

Individual(s) Completing the Questionnaire/Report: 3

BACKGROUND INFORMATION

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).
The mission of the Office of International Education and Programs at UWW is to promote international awareness and understanding among the students, faculty, and staff at Whitewater. As part of that charge, the office serves to promote a learning environment that develops cultural sensitivity and a global perspective. The responsibilities of the office include but are not limited to:
 1. Develop International opportunities for faculty, staff, and students.
 2. Manage all aspects of Travel/Study and Exchange Programs
 3. Manage faculty and student orientation programs.
 4. Serve as a clearinghouse for international information including Fulbright and other scholarship programs.
 5. Provide immigration and orientation services for international students and scholars.
 6. Direct international student recruitment.
 7. Act as advocate/liaison for international students with the campus and local communities.

2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)
 - International Students – app. 220
 - Domestic Students – app. 320 to 350
 - Faculty – app. 40 to 50 (in various capacities)
 - International Visitors/Scholars – app. 10 to 20
 - Academic/Administrative Departments – app. 150 inquiries

3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

Human Resources

Evaluate the general adequacy of the human resources (i.e., the # of employees (including student help) and their skills) relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

6 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Now that this office has a full-time administrative assistant and a full-time Assistant Director of International Student Services, our ability to serve our constituents has increased dramatically. However, given the nature of our programming schedules this unit is still

understaffed at times. The problem of understaffing can be addressed somewhat by an increase in student workers. Given the expectation that this unit will dramatically increase the number of students it serves, particularly in travel study and exchange programs, current staffing levels will prove to be inadequate.

Physical Resources

Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

8 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Space is excellent but location is problematic and many students/faculty/staff have difficulties locating our offices. A second concern would be upgrading technology, particularly computers.

Fiscal Resources

While recognizing that every unit would benefit from a larger budget, evaluate the general adequacy of fiscal resources allocated to the unit to serve its constituencies and achieve other programmatic goals by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

3 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

To some extent, the staff is underpaid. However, a more serious budget issue is the lack of resources for program development and international student recruitment. Under current budget constraints, we lack the resources to assist with faculty development, support site visits with our international partners, and promote an aggressive international recruitment strategy. Further, funds for international student scholarships and travel study grants for domestic students are extremely limited.

4. In a paragraph or two, overview significant changes made in your unit since 1996 (i.e., the last North Central Association Accreditation Visit). (e.g., re-organized, key staff changes, change in purposes, etc.)
It is our understanding that this unit was essentially non-existent in 1996 and has grown very slowly since that time. Given the mandate to increase the number of undergraduate students studying abroad to ten percent, staffing and budgetary support have not grown at a pace consistent with this expectation.

In another paragraph or two, describe why these changes occurred.

These changes have occurred because the university recognized the inadequacy of levels of budget and staffing in international programs.

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.

The Office of International Education & Programs is currently developing a Policies and Procedures Manual since there has never been such a document for this office. A second initiative involves a dramatic expansion of exchange relationships with international

institutions. A third initiative involves the development of an aggressive strategy for the recruitment of international students. This office is also working to expand the number and quality of our travel study programs.

6. Below are five “core values” the University identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your unit (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your unit receiving more points).

Core Value	Importance (100 points)
Commitment to the pursuit of knowledge and understanding	20
Development of the individual	20
Personal and professional integrity	20
Commitment to serve	10
Commitment to develop a sense of community, respect for diversity, and global perspectives	30
Total=	100 points

7. Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit’s planning efforts receiving more points)

Planning Variables	Importance (100 points)
The mission of the university or the unit	20
Academic assessment data/information relevant to student performance against learning outcomes	10
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	0
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	10
Campus trends (e.g., changes in university-initiated needs and demands)	10
Technology trends (e.g., technology developments that affect delivery of service)	5
Professional trends (e.g., changes evident at other universities/colleges)	10
Available human resources (e.g., # of employees, talents, etc.) within the unit	10
Available financial resources (e.g., budget, available and accessible \$)	15
Available physical resources (e.g., space, existing technology, etc.)	10
Other:	
Total=	100 points

8. Does your unit have a mission statement?
 Yes No

If you answered “yes,” please list the mission statement here. or, if your mission statement can be accessed on the web, please list the URL here.

The mission of the Office of International Education and Programs at UWW is to promote international awareness and understanding among the students, faculty, and staff at Whitewater. As part of that charge, the office serves to promote a learning environment that develops cultural sensitivity and a global perspective. The responsibilities of the office include but are not limited to:

8. Develop International opportunities for faculty, staff, and students.
9. Manage all aspects of Travel/Study and Exchange Programs
10. Manage faculty and student orientation programs.

11. Serve as a clearinghouse for international information including Fulbright and other scholarship programs.
12. Provide immigration and orientation services for international students and scholars.
13. Direct international student recruitment.
14. Act as advocate/liason for international students with the campus and local communities.

If you answered "yes," please describe how, if at all, this mission statement plays a role in your unit's planning and/or decision-making.

Our mission statement serves to remind us of our charge to serve our students, faculty and staff in terms of the university's efforts to internationalize.

OPERATION AND PERFORMANCE

9. What are the major or measurable objectives of the unit?
 1. To increase the number of students participating in an international education experience.
 2. To increase the number of international students attending the University of Wisconsin - Whitewater.
 3. To assist faculty and instructional staff in the development of international competence.
 4. To assist faculty and instructional staff with the development of international education experiences for UW-Whitewater students.
 5. To promote a campus culture that celebrates diversity and global awareness.
10. What outcome measures (i.e., data, information) provide evidence that your unit's objectives are being met?

There has been an increase in the number of students participating in an international education experience; an increase in international exchange partners; an increase in the number of international exchange students; an increase in the number of travel study programs offered to undergraduate students; an increase in international student recruitment efforts.
11. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

Yes No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- Student and faculty evaluation form
 - Questionnaire for international student services
 - Raw data on number of students going abroad
 - Raw data on number of international students
 - Number of students attending information sessions and/or advising
12. In a paragraph or two, describe specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in the preceding questions. Please be specific.
 - The Assistant Director for Student Services position was made full-time as a direct result of data collected regarding those services.

- The Office of International Education & Programs has disseminated information to the various Colleges regarding the number of students they send abroad annually. This data is being used to assist the Colleges in strategic planning.
13. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.
- Students from other UW-campuses may participate in UW-W travel study programs.
 - This office assists international students who are engaged in Optional Practical Training.
 - We interact with families in the community who interact with international students in the Host Family Program.
 - We assist area schools in finding speakers to discuss diversity issues with students.
14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).
- We are involved in the Study Wisconsin effort to recruit international students.
 - We have developed seventeen exchanges with international universities.
 - Membership in system-wide organizations such as Council for International Education and the Institute of Global Studies.
 - Member of the GLOBAL ACCESS PROJECT – a consortium of twelve universities with the Department of State.

STUDENT LEARNING (COMPLETE THIS SECTION ONLY IF YOUR UNIT HAS AS PART OF ITS MISSION OR PURPOSES THE DEVELOPMENT OF STUDENTS)

15. If your unit serves students as its primary constituency, does the unit have learning or development-related objectives relevant to its work with students? That is, does your unit expect that students will acquire certain knowledge or skill sets as a direct result of working with your unit or its programming?

Yes No

If "yes," please list these outcomes/objectives.

- International students acquire knowledge of immigration rules and regulations.
 - Students on exchange or on travel study programs develop an awareness and an appreciation of other cultures.
16. Does the unit use data/information to evaluate the extent to which these learning or development-related objectives are, or are not being met?
- Yes No
- If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.
- Students are asked questions about increase in language ability, increase of cultural awareness and sensitivity, and global perspective.
17. What specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #15? Please be specific.

We have used the information to assist faculty/instructional staff in the development of programs more likely to achieve these goals.

SELF-EVALUATION

Strengths

18. List and prioritize no more than three primary strengths that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit "gone beyond the call of duty?"

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

1. Specific Strength: The assistance to and orientation of international students
 - Supporting Evidence: Comments of incoming international students other UWW employees.
2. Specific Strength: Our ability to develop sound international exchange partnerships.
 - Supporting Evidence: An increase in the number of international exchange partners and a large increase in the number of international exchange students.
3. Specific Strength: Our ability to assist faculty in the development of new travel study opportunities.
 - Supporting Evidence: An increase in the number of proposals for travel study programs from faculty members.

Concerns

19. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: Inadequate funds for faculty development.
 - Supporting Evidence: We have more requests for funds from faculty than are funds available.

- Recommended Actions: Increase funds for international faculty development.
2. Specific Concern: Inadequate funding for aggressive international student recruitment.
- Supporting Evidence: National drop in the number of international students studying in the U.S.
 - Recommended Actions: Create a permanent budget line for international student recruitment.
3. Specific Concern: The slow rate of growth in the number of students engaged in travel study programs.
- Supporting Evidence: Only one of the colleges sends more than 5% of its students abroad. While all colleges have experienced some increase, the rates of increase are slow.
 - Recommended Actions: Change the fee structure and faculty salary levels for travel study programs.