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Defining and Analyzing Internationalization at the University of Northern Iowa

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DEFINING AND ANALYZING INTERNATIONALIZATION AT THE UNIVERSITY OF
NORTHERN IOWA

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August 18th, 2016

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LIST OF ABBREVIATIONS

ACE: American Council on Education

CIEP: Cultural Intensive English Program

CIGE: Center for Internationalization and Global Engagement

CHAS: College of Humanities, Arts, and Sciences

CLA: Université de Franche-Comté

CoE: College of Education

CSBS: College of Social and Behavioral Sciences

ESC: ESC Rennes School of Business

ISSO: International Student and Scholars Office

ISU: Iowa State University

LAC: Liberal Arts Core

OIP: Office of International Programs

SAC: Study Abroad Center

UI: University of Iowa

UNI: University of Northern Iowa

Abstract

Over the last few decades, internationalization has become an important topic in higher education. More institutions are incorporating global learning into their mission and vision plans and increasing internationalization initiatives at their respective institutions. This capstone focuses on the internationalization efforts of the University of Northern Iowa (UNI), a large four-year public university in Cedar Falls, Iowa. The capstone analyzes internationalization at UNI using the American Council on Education's (2012) Center for Internationalization and Global Engagement Model for Comprehensive Internationalization. This capstone highlights existing strengths and weakness of internationalization at the University of Northern Iowa and sheds light on the challenges of comprehensive internationalization without an internationalization plan in place and proposes recommendations for internationalization improvement at the University of Northern Iowa.

Introduction

Over the last few decades, the world has become more interconnected than ever. With the rapid changes in technology, people are now able to connect with others living thousands of miles away in only a matter of seconds. The ease of connecting with people from different cultures has created a strong need for higher education institutions to teach intercultural competencies to its faculty, staff, and students. As a result, there has been a great increase in the number of higher education institutions forming or expanding current internationalization initiatives, internationalization strategies, and/or plans. The American Council of Education (2012) confirms this through its Mapping Internationalization on U.S. Campuses project which surveyed colleges and universities around the United States in 2011. The survey was based on the themes directly related to internationalization. Part of the survey asked the participating institutions about the incorporation of internationalization into their mission statements. The survey found that the majority (51 percent) of participating institutions made some reference to international or global education, or some aspect of internationalization within their mission statement. Additionally, 55 percent of the institutions claimed to have developed international or global learning outcomes for their students (American Council on Education, 2012). Learning about the growth of internationalization in higher education institutions led me to question how this affected the University of Northern Iowa (UNI).

The University of Northern Iowa is a four-year public university located in Cedar Falls, Iowa. I began working at UNI in July 2015 as a Study Abroad Advisor. I immediately noticed that the university was undergoing quite a few changes. Many of the administrators were in interim positions, and UNI's 2010-2015 strategic plan, originally developed to map out UNI's future plans, had expired (University of Northern Iowa, 2016m). There have been significant

changes in leadership as well. Last year in June 2015, UNI hired Provost Jim Wohlpart, and in May 2016 UNI President Dr. William Ruud unexpectedly announced plans to leave UNI in July 2016. Both President Ruud and Provost Wohlpart had just begun developing an academic master plan to serve as a new vision outline similar to the 2010-2015 strategic plan. With all these changes, I wanted to know how this would affect internationalization initiatives at UNI.

Presently, UNI does not have a comprehensive internationalization plan but there are programs in place to foster global competencies in faculty, staff, and students.

Through my analysis of internationalization at UNI, I will define what internationalization means at UNI. In this capstone, I will examine internationalization at UNI by exploring: (a) where UNI is now in regards to internationalization; (b) where UNI wants to be in its internationalization efforts; and finally (c) how UNI can get there. I will use the American Council on Education's (2012) CIGE Model for Comprehensive Internationalization framework (see Appendix A) to guide my analysis of UNI and will highlight existing strengths and weaknesses in the internationalization process.

CIGE Model for Comprehensive Internationalization Framework

The American Council on Education's (ACE) (2012) Center for Internationalization and Global Engagement (CIGE) developed a model for comprehensive internationalization efforts at American higher education institutions. CIGE defines comprehensive internationalization as "a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected" (American Council on Education, 2012, p. 3). The CIGE model has six target areas to analyze internationalization that aligns with its definition: (a) articulated institutional commitment; (b) administrative leadership, structure, staffing; (c) curriculum, co-

curriculum, and learning outcomes; (d) faculty policies and practices; (e) student mobility; and (f) collaboration and partnerships. I will use the CIGE model to analyze UNI's internationalization efforts.

Literature Review

Origins of Internationalization

Over the last thirty years, internationalization has become an important part of many American higher education institution strategic plans (Knight, 2004). Before World War II, most Americans were isolated from the rest of the world, but the end of the war created a need for intercultural competence. Proficiency in a foreign language and an understanding of different cultures and people became essential for the United States trying to rebuild the war-torn countries (Hser, 2005). After World War II, the United States witnessed an increase in the number of foreign exchange students studying at American higher education institutions. The increase of foreign students stemmed from the Smith-Mundt act and the new wave of government-sponsored educational exchanges such the Fulbright scholarship. These types of government-sponsored educational exchange programs were created by the U.S. Government to alter previous beliefs and attitudes of countries that fought against the Allies (Deardoff, Wit, and Heyl, 2012). Shortly after World War II, the Cold War started and the United States' competitiveness led to an even greater spike in international education across American institutions of higher education. During the entire Cold War period, the United States educated over 600,000 foreign citizens around the world (Tsvetkova, 2008).

The dramatic increase in international education programs throughout the Cold War era led to the term "international education" gaining popularity in higher education in the early 1980s (Knight, 2004). As international education became a more relevant topic in higher

education institutions, it also became a phrase that covered a multitude of subfields in higher education, such as comparative education, multicultural education, and global education (Knight, 2004, p. 9). Correspondingly, educators in the 1990s focused on defining international education more comprehensively. This led to the establishment of terms like internationalization which fell under the blanket term of international education (Knight, 2004). Knight (2004) defines internationalization as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (p. 11). This definition became important when evaluating internationalization at any institution because it defined internationalization as a purposeful process used to create international learning opportunities as opposed to a particular criteria or checklist of internationalization activities.

For those who may find the definition of internationalization ambiguous, Knight (2004) also provides a conceptual framework for the approaches many universities take when designing an internationalization plan. As Knight (2004) stated, “An approach to internationalization reflects or characterizes the values, priorities, and actions that are exhibited during the work toward internationalization” (p. 18). Some of these approaches may include activities, outcomes, rationales, process, at home, and across (cross-border) as general approaches to internationalization at institutions (Knight, 2004).

Challenges in Internationalization

Dilys Schoorman (2000) argues that many higher education institutions are quickly becoming aware of internationalization and including it in their mission and vision plans, but their approaches to internationalization are ineffective. For example, many universities will organize complex recruitment plans to diversify their campus with a hope that the international

student population will bring different ideas into the classroom and help domestic students become comfortable living and working with people from different backgrounds, but often times will not provide resources, encourage, or assist students in getting adjusted to life on campus. To substantiate this, a case study by Urban and Palmer (2014) found that international students desired to be used as cultural references more than they actually were utilized. When internationalizing a university, it is important not only to understand how to fully engage international students and domestic students but also to intentionally create opportunities where all students can build relationships and learn from students from different cultural backgrounds.

Furthermore, internationalization initiatives should be constantly critiqued and evaluated to see if they are creating meaningful cultural learning experiences for students, faculty, and staff. In order to do so, the institution should clearly specify the outcomes it expects from students, faculty, and staff to develop upon completion of studies or while working at UNI. According to the American Council on Education (2012), global learning outcomes are evaluated through course assessment or program evaluation that is aimed at improving the curriculum or program structure. This means that evaluations should be used with the specific intent of understanding what students are gaining from whatever program or curriculum they are part of. One study examined the effects of study abroad on its students and found that students came back with widened horizons, accelerated maturity, broadened perspectives, and cosmopolitan hospitality (Lilley, Barker, and Harris, 2015). If institutions are looking to ensure that their students receive similar experiences, then study abroad programs should incorporate the themes in the curriculum that encourages those experiences, and then measure the success of attaining those outcomes through assessment that is regularly updated by the institution according to the needs of the students. While not all students might be willing or able to study abroad, similar

outcomes can be attained through taking students out of their comfort zones and fostering a transformative experience (Lilley, Barker, and Harris, 2015).

It is also important for an institution to understand its rationale for internationalizing its campus before designing an internationalization plan, which Schoorman (2000) stresses in his framework. Schoorman (2000) introduces three facets (rings) when analyzing and revamping an internationalization plan. The first facet is the innermost ring that represents the institution's commitment to internationalization, the organizational leadership/administrations interest in internationalization, availability of financial or human resources, and the ability to conduct ongoing evaluations of the current internationalization plan. The second ring is the micro-perspective which focuses on the campus as the context of activity. It focuses on such internationalization efforts as student organizations or clubs that are specifically designed for international students. The second ring also reviews the general student services to see if they are inclusive of both domestic and international students and whether the university has the capacity to connect globally through information systems. The third ring is the outermost ring which represents the macro-perspective, which promotes international education through faculty and staff. The third ring is particularly important because it represents the number of resources the institution is willing to put into internationalization.

According to Hser (2005), although internationalization is viewed as a pertinent topic in higher education, many senior administrators do not allocate sufficient resources to promote internationalization. Survey results on internationalization efforts on US campuses demonstrate the following:

The percentage of institutions that have guidelines specifying international work or experience as a consideration in faculty promotion and tenure decisions has remained the

same (8 percent) since 2006. Such guidelines are in place at just 25 percent of doctoral institutions, at 12 percent and 11 percent of master's and baccalaureate institutions, respectively, and at only 1 percent of associate institutions. (American Council on Education, 2012, p. 14)

Hser (2005) reported that many faculty members who participate in international opportunities at their institution see a decrease in their salary, and/or may be required to fund their international research abroad. This highlights yet another internationalization challenge and suggests that allocation of resources towards internationalization initiatives signals how committed the institution is to the international development of its faculty and students.

Background of University of Northern Iowa

Institutional Context

The University of Northern Iowa is a four-year medium-size public university located in the small suburban town of Cedar Falls in Iowa. UNI is the smallest of the three public Iowa universities previously referred to as Iowa State Normal School (University of Northern Iowa, 2016d). UNI prides itself on being the “right fit” for students (University of Northern Iowa, 2014, p. 3). UNI currently has over 90 undergraduate majors, with 99 percent of classes being taught by faculty. Moreover, UNI prides itself on being one of the most affordable four-year institutions for in-state students (University of Northern Iowa, 2014). UNI's mission statement is “to provide transformative learning experiences that inspire students to embrace the challenge, engage in critical inquiry and creative thought, and contribute to society” (University of Northern Iowa, 2016m). One of the ways UNI affirms its mission statement is through experiential education. Statistics show that over seventy-five percent of students participated in some form of experiential education (University of Northern Iowa, 2014).

UNI's vision statement is as follows: "The University of Northern Iowa will be nationally known for innovative education, preparing students for success in a rapidly changing, globally competitive, and culturally diverse world" (University of Northern Iowa, 2016m). This vision statement implies an understanding of a dynamic world. One may infer that since the vision includes these components, UNI recognizes that changes are occurring not only in higher education but also in the world. More specifically, commercialization of education is now a topic of concern in higher education. In society, education is now being seen more as a private rather than a public good, meaning those who are educated receive services and are expected to pay for those services. This philosophy explains the current state of public education with universities losing funding over the last few decades. Even with the decline in public funds for education, the states still expect growth in the higher education sector. This demand, however, has led universities to start operating more like businesses and caused them to devalue educational components such as research and scholarship. As a result, more universities are now looking for ways to increase financial gains (Altbach, 2001, p. 3). This is visible with the recent rise in educational partnerships with corporations. Internet usage has been a strong platform for the growth of private education companies as well. It has made it easier for people around the world to receive an affordable education that is more focused on profit than the learning of the student, and has created a dilemma for publicly funded universities (Altbach, 2001). Correspondingly UNI is now looking for ways to adapt to the new climate of the world. It delineates intercultural learning as a benchmark for UNI student's success and UNI's ability to stay competitive in the higher education market. Furthermore, UNI is also operating under the 2010-2015 Strategic Plan, which lists six strategic goals and plans to achieve them. Of those six goals, one goal directly mentions approaches to internationalization as its primary goal, more specifically the strategic

goal four is developed to “create and maintain an inclusive education environment that prepares students to thrive in a diverse global environment” (University of Northern Iowa, 2016m, para. 4), which highlights internationalization as it the main objective. This strategic plan, however, has expired, and now the question becomes whether internationalization will be part of the strategic plan at UNI. If so, will it become a priority?

Challenges with Internationalization at UNI

Internationalization at every institution looks different, and various factors can work in favor or against that institution when creating different initiatives. Elements such as location may make an institution less or more desirable for internationalization initiatives such as student or faculty mobility. Unfortunately, the location has not worked in UNI’s favor. A study by Harder (as cited in Bègin-Caouette, 2013) found that 81 percent of rural community colleges had a low internationalization experience as opposed to 57 percent of urban and 54 percent of suburban community colleges. Harder also stated that in addition to location, the number of international activities in the community affects the internationalization process on campus. Although UNI is not a community college, UNI is located in Cedar Falls, which is not ethnically diverse (approximately 93.4 percent of the city of Cedar Falls are white-Americans) (United States Census Bureau, 2015). UNI also has difficulties with attracting a diverse student body. Of the 11,981 students studying at UNI, only 1,123 of them are minority students, and 92 percent of them are Iowa residents (University of Northern Iowa, 2016h). International students may be more interested to study at a place that has a diaspora that they connect with or may be hoping to connect with more international students upon their arrival at UNI. Given the population of Cedar Falls is 41, 255 people (United States Census Bureau, 2015), this means that there will be

less accessibility to cultural businesses and less access to public transportation. Challenges in transportation or inaccessibility of certain things that students would be accustomed to finding in their native countries can be frustrating for international students and can affect their cultural experience at UNI.

UNI also faces competition with two other public regent universities in the state of Iowa. Being the smallest of the three public regent universities in the state of Iowa, UNI receives less name recognition internationally. UNI's counterparts are already somewhat successful in promoting internationalization on their campuses according to their enrollment data. For example, Iowa State University's (ISU) total enrollment for the 2015-2016 school year was 36,001 students, with 8,367 or 23.24 percent of the total student body being international students (Iowa State University, 2016). The University of Iowa (UI) had a total enrollment of 31,387 students with 4009 international or 12.8 percent of total student body population (University of Iowa, 2015). UNI was far behind other regent universities with a student body of 11,981 students, and 5.1 percent (616 students) identifying as international students in 2015-2016 (University of Northern Iowa, 2016h). The sizeable differences in international student population across Iowa regent universities demonstrate two things: it is possible for rural locations such as Iowa to effectively recruit international students; and UNI could make further strides to increase the enrollment of international students studying at UNI. This is particularly important for UNI's vision to become a globally competitive university.

Internationalization Analysis

The purpose of this internationalization analysis is to better understand what internationalization means to UNI. I will use the CIGE model for comprehensive internationalization mentioned above to analyze current internationalization initiatives, policies, and programs at UNI.

Articulated Institutional Commitment

American Council on Education's (ACE) CIGE model for comprehensive internationalization claims that "a clear and definite message to stakeholders is key to establishing internationalization as a priority and defining how the process will take shape on a given campus" (American Council on Education, 2012, p.7). According to ACE (2012), many institutions will articulate their commitment to internationalization either through their mission statement or include it in their strategic plans. UNI's current strategic plan, although expired, does include a component of internationalization. Strategic goal four is to "Create and maintain an inclusive education environment that prepares students to thrive in a diverse global environment" (University of Northern Iowa, 2016m, para. 4). To achieve this goal, the following objectives and strategies have been outlined:

- G4. Objective 1 – Ensure students are prepared to live and work successfully in a diverse world;
 - G4.O1.S1 – Increase the number of students who participate in diverse cultural experiences;
 - G4.O1.S2 – Provide more opportunities for students to have meaningful interactions with people from backgrounds different from their own;

- G4.Objective 2 – Enhance the international and domestic diversity of students, faculty, and staff;
 - G4.O2.S1 – Broaden recruitment and retention efforts to attract and retain more diverse students, faculty, and staff;
 - G4.O2.S2 – Implement programs to infuse diversity awareness and accountability into the management and organizational culture;
- G4.Objective 3 – Equip students, faculty, and staff to engage positively and productively in diverse communities of learning;
 - G4.O3.S1 – Enhance faculty and staff professional development in the area of diversity;
 - G4.O3.S2 – Develop and maintain meaningful collaborative relationships with domestic and international communities;
 - G4.O3.S3 – Broaden students’ intercultural knowledge, competence, and engagement through curricular and co-curricular activities. (para. 4)

Overall, the objectives and strategies of goal four in the 2010-2015 Strategic plan strongly represent UNI’s internationalization efforts. But many may find that including internationalization initiatives into the university’s strategic goals is not enough. There has been a growing trend in the creation of internationalization plans amongst American higher education institutions. The American Council on Education (2012) found that in 2011, 26 percent of American higher education institutions had a campus-wide internationalization plan, a three percent increase from 2006. The creation of an internationalization plan will set UNI apart from many other institutions and also allow UNI to pinpoint critical issues that create barriers to comprehensive internationalization at UNI.

Administrative Structure and Staffing

Following the administrative structure and staffing model of the CIGE framework, the specific office focused on increasing internationalization at UNI is the Office of International Programs (OIP). The University of Northern Iowa (2016j) Office of International Program's (OIP) mission statement is as follows:

The mission of the Office of International Programs (OIP) is to promote international education, development, programming, and collaboration among faculty and staff at the University of Northern Iowa and help prepare students and graduates to thrive in a diverse global environment. In addition, OIP serves to enhance the experience of internationals on the campus by assisting them to succeed in their academic goals and social adjustment to campus. The OIP recognizes that intercultural competence for all UNI students, faculty, and staff is important for their knowledge development and personal growth and is considered a life-long process. (para. 1)

The mission statement of the OIP indicates that it acts as the primary vehicle for internationalization on the UNI campus. Any inbound or outbound mobility of faculty, staff, and/or students at UNI is the responsibility of the OIP, as well as inbound mobility of international partners. The mobility of inbound partners encompasses international faculty members and international visitors whose respective institutions have a partnership agreement with UNI. If an international visitor or international faculty member travels to UNI, OIP is responsible for organizing their campus visits and ensuring that they have all the resources they need during their time at UNI. The breadth of OIP duties includes the following: (a) negotiate joint and dual degree programs with international partner institutions; (b) serve as an international education resource for the UNI community and beyond; (c) promote and support

international research collaborations between UNI faculty and faculty at partner institutions; (d) increase awareness and appreciation of a diverse world where all are interdependent; (e) support and facilitate the stay of international visitors and scholars on the UNI campus; (f) support programming for internationals and others on the UNI campus; (g) support quality intensive academic English language instruction and a cultural orientation to the United States in preparation for study at UNI or other institution of higher learning; (h) develop and maintain an institutional climate for internationalization on the UNI campus; (i) support efforts that lead to recruitment of internationals to the UNI campus; (j) support efforts to integrate internationalization of existing programs on the UNI campus (University of Northern Iowa, 2016j para. 2). The OIP has two full-time staff of Executive Director of International Programs and a part-time graduate student working in the office (University of Northern Iowa, 2016j). There are three divisions that operate under the OIP and assist OIP in realizing its mission. These divisions include the Study Abroad Center (SAC), Culture and Intensive English Program (CIEP), and International Student and Scholars Office (ISSO). Each of these divisions plays an important role in internationalizing the UNI campus.

The Study Abroad Center oversees all international study programs involving students, faculty, and/or staff at the University of Northern Iowa. SAC is responsible for all programs, including international study programs that are for credit and/or not-for-credit regardless of the program duration (University of Northern Iowa, 2016k). SAC staff consist of six full-time staff that monitor all university international travel.

The International Student and Scholars Office assists international students in their transition from their home countries to UNI. ISSO provides immigration advising on student visas and organizes international student orientation and personal advising for international

students who need assistance adjusting to their new campus. In addition, ISSO organizes many of the social and cultural programs on campus to bring both domestic and international students together. The ISSO team consists of full-time ISSO staff and one graduate assistant (University of Northern Iowa, 2016a).

The Culture and Intensive English Program assists non-native English speakers in learning English and prepares new students for undergraduate or graduate academic coursework that will be taught in the English language. CIEP also works with the Office of Admissions to recruit prospective international students to UNI. CIEP currently has a staff of 17 people (University of Northern Iowa, 2016b).

Curriculum, Co-curriculum & Learning Outcomes

According to the American Council on Education (2012), internationalizing the curriculum and co-curriculum enables students, including those who may not have the opportunity to study abroad, to gain global perspectives in the classroom. Incorporating internationalization into a required global engagement pedagogy gives all students an equal opportunity to gain some proficiency in global learning fields. This strategy is employed by UNI, requiring that its curriculum activates global learning in its students. For instance, students must demonstrate at least an elementary II level of foreign language proficiency for one of the languages offered at UNI. This is equivalent to two years of foreign language learning at high school, or two semesters of foreign language learning at UNI (University of Northern Iowa, 2016).

Students are also required to complete 45 credit hours of Liberal Arts Core (LAC) classes. The University of Northern Iowa (2016i) refers to LAC credits as a way for its students

to gain an extensive knowledge and be able to critically think about different issues in society. In the LAC catalog, there are different categories of courses that students must take to fulfill the LAC requirements. There are three categories of the LAC that directly relate to some form of global learning. For example, Category Two includes Civilizations and Cultures and has two subsections that require students to take courses in the field of (a) Humanities and (b) Non-Western Cultures. Students must complete nine hours of required coursework to satisfy the requirements. Under Category Three of Fine Arts, Literature, Philosophy and Religion, the subsection of Literature, Philosophy, or Religion requires students to take courses such as World Religion, or study literature from other countries. Finally, students are required to complete a capstone during junior or senior standing (University of Northern Iowa, 2016i). The capstone generally studies critical issues within a certain field. It is common for students to complete their capstone through an instructor-led study abroad. In fact, during summer 2015, 343 students participated in a short-term summer study abroad to fulfill capstone or course requirements. This accounts for 83 percent of students who studied abroad last year (University of Northern Iowa, 2016h).

However, it is evident that UNI does not have as many academic major or minor programs for its students. According to UNI's academic course catalog, Spanish is the only foreign language in which students can major. Aside from Spanish, students can also minor in Interdisciplinary Language Studies, such as French. Approximately, eight out of 93 undergraduate majors and 16 out of 82 undergraduate minors clearly define some aspect of global competency in its core learning outcomes (University of Northern Iowa, 2016).

There is also a multitude of co-curricular programs and activities. A unique opportunity offered to students at UNI is the Camp Adventure Youth Services. This program allows UNI

students to assist with youth development programs around the world. UNI students mainly work with youth living on military bases and participate in youth programming (University of Northern Iowa, n.d). Apart from camp adventure, UNI has 300 different student organizations on campus; 17 of those organizations are labeled as “ethnic-cultural” (University of Northern Iowa, 2016n). There is also an “English buddy” program designed to assist integration between domestic and international students. International and domestic students alike are able to sign up for the program as a way to improve English language skills and connect with someone from a different culture.

Faculty Policies & Practices

Most international educators agree that faculty support of internationalization initiatives is imperative for global engagement at any institution. UNI has a total of 515 tenure or tenure-track faculty employed at UNI. Each college has different goals of internationalization and its own way of incorporating international education into the curriculum which is clearly visible through mobility programs such as study abroad. For example, Pua and Robinson (2008) study found that 88 percent of students at Mount Holyoake College who were strongly encouraged by faculty members to study abroad actually studied abroad. While only 28 percent of students who were not encouraged at all by their faculty studied abroad. This evidence suggests that faculty have a significant influence on internationalization matters at respective institutions. For this reason, the commitment of faculty members to internationalization initiatives will most likely correspond with the respective institutions commitment to internationalization. However, creating expectations for faculty to be the only promoters of internationalization would not be the most effective way to internationalize the campus. Internationalization efforts should be more

interconnected and holistic, and should be advocated by the entire university. For this reason, this analysis will examine policies and procedures not only of the faculty members but also the policies and procedures of each academic college at the University of Northern Iowa.

College of Business Administration.

The College of Business Administration (CBA) appears to have fully embraced global engagement and integrated it into its desired competencies for its faculty staff and students. The CBA has a total of fifty tenure/tenure-track faculty employed at UNI (University of Northern Iowa, 2015). The CBA also has a partnership with Hopkins Training and Education Group in Hong Kong. The partnership allows Hong Kong Chinese students to pursue and obtain a Master of Business Administration (MBA) degree in Hong Kong and receive a degree from the University of Northern Iowa. The UNI MBA program in Hong Kong is the same as the UNI MBA program in Iowa, and the majority of classes are taught face-to-face by UNI faculty members. This program allows faculty to teach courses for a total of four weeks at a time. Twenty-three CBA faculty members teach in Hong Kong (University of Northern Iowa, 2016q).

The CBA also encourages its students to partake in international opportunities. It does this through establishing partnerships and funding additional mobility expenses. For instance, the CBA provides two international scholarships for its students who are studying abroad. The first scholarship is referred to as the cost-neutral program. CBA students receive funding for any additional costs of semester study abroad programs that exceed the projected costs of attendance at UNI. However, the student must study abroad in a country where the second language is English. CBA students also receive scholarships to pay for the cost of flights (University of Northern Iowa, 2016e).

College of Social and Behavioral Sciences.

The College of Behavioral Sciences (CSBS) also has programs to encourage its faculty to conduct international research. Unfortunately, the most recent international engagement report dates back to 2011. Nevertheless, much of the information still remains factual. According to the University of Northern Iowa (2011), 26 CSBS faculty members conducted internationally focused research. There are also two international research/outreach centers based in the CSBS. In addition to the research opportunities available to faculty, students can major in Global Studies, or minor in International relations. There is also a scholarship available to students interested in study abroad, with a maximum award amount of \$500 (University of Northern Iowa, 2016o).

College of Humanities, Arts, and Sciences.

Not every college has many global engagement opportunities as the CBA or CSBS. In fact, the largest college at UNI College of Humanities, Arts, and Sciences (CHAS) had a total of 234 employed tenure/tenure-track faculty members working in the department in the fall of 2015 (University of Northern Iowa, 2016h). Information on faculty internationalization opportunities in the CHAS is more difficult to find. Very little is known about international opportunities for faculty, staff, or students at CHAS. This might suggest there are fewer policies in place to encourage global engagement for faculty and staff. Nevertheless, CHAS does have a faculty travel grant which is a maximum award of \$500 for pre-tenured faculty interested in travel (University of Northern Iowa, 2016g). Although the CHAS does not allocate a lot of funds for international travel for faculty, many faculties still guide their students to participate in global learning opportunities. This may be due to the fact that the Department of Languages and Literatures and the Department of Philosophy and World Religions are part of CHAS. Also, all

language courses taught at UNI are offered through the Department of Languages and Literatures. Faculty in CHAS also show a strong interest in internationalization through their research. Within the last few years, the Department of Language and Literature faculty have written five different publications directly related to foreign language acquisition or foreign language literature (University of Northern Iowa, 2016l). Being the largest academic college on campus, CHAS plays a very critical part in internationalization at UNI.

College of Education.

Unfortunately, the College of Education (CoE) is similar to CHAS in that it does not have many opportunities for international travel for faculty. The CoE has 119 tenure/tenure-track faculty members. The lack of global engagement opportunities may be because there is more focus on primary and secondary education in the United States, and the courses offered do not directly relate to international learning (University of Northern Iowa, 2016). There are no scholarships for CoE students that come directly from CoE funds.

Student Mobility

Student mobility is one of the most visible ways to examine internationalization at any given institution. The American Council on Education (2012) views student mobility as both a monitor of mobility in education abroad amongst domestic students and international students studying on U.S. campuses. During the 2014-2015 school year, three percent of students studied abroad (University of Northern Iowa, 2016h). As previously mentioned, in the fall 2015 semester, there was a total of 616 international students studying at UNI. International students represent 65 different countries, with the largest international student populations coming from Saudi Arabia and China. Saudi Arabian and Chinese students combined account for 58 percent

of the international students studying at UNI. Recruitment for international degree-seeking students is done primarily by the UNI Office of Admissions (Admissions). In the Admissions office, there is three full-time staff in charge of all aspects of international entry of degree-seeking inbound students.

Inbound students.

International students participating in non-degree programs are known as international exchange students or international scholars. They may attend UNI for a semester, academic year, or a summer. International exchange students work directly with the SAC to get admitted into UNI, while international scholars work with OIP to gain admission. International exchange students only represent four percent of international students, although they came from ten different countries. During the 2014-2015 school year (summer included) there were 28 international exchange students from ten different countries (University of Northern Iowa, 2016h). This suggests that only a handful of international students come from countries other than Saudi Arabia and China.

Outbound students.

Coincidentally, one might say that outbound students follow a similar path. During the 2014-2015 (summer 2015 included) school year, 414 students studied abroad in 35 different countries. Sixty-three percent of those students studied abroad in Europe. The top five represented countries of travel were England (25 percent), Ireland (18 percent), Italy (14 percent), Greece (nine percent), and France (seven percent) (University of Northern Iowa, 2016h). These outbound students participated in a study abroad hosted by the UNI Study Abroad Center (SAC). The SAC offers domestic students an opportunity to study abroad year round under three study abroad categories: (a) semester/academic year; (b) summer school, typically a

six to eight-week program; (c) short-term program, usually two to four-week study abroad and led by faculty or staff. The vast majority of UNI students studying abroad choose to participate in short-term programs (University of Northern Iowa, 2016h). Although there may be a lack of diversity of the programs typically chosen by students, it is evident that UNI has strong outbound student mobility programs.

Collaborations and Partnerships

UNI like many other institutions recognizes the value in international collaborations and partnerships. UNI is developing lasting relationships that encourage international travel, study, and research to foster internationalization. This is apparent when reviewing the different partnerships that UNI currently has. According to the Office of International Programs, UNI currently has 52 active partnerships with universities across the globe (University of Northern Iowa, 2016j). A particularly interesting partnership is one with Université de Franche-Comté (CLA) in Besançon, France. The UNI Department of Languages and Literature designed a program with CLA called “2+2”. This program allows UNI students to take two years of French at UNI and then take two French courses at CLA. In turn, students receive a Bachelor of Arts degree in Individual Studies: French Language and Cultures from UNI, and a Licence Lettres et Arts: Lettres Modernes from CLA. This is an exceptional program for UNI students because this degree would not be available to UNI students without CLA. This sort of partnership is referred to as a dual degree program (University of Northern Iowa, 2016f).

The College of Business Administration (CBA) at UNI also has a similar program. CBA works with ESC Rennes School of Business (ESC Rennes) in Rennes, France, to allow interested students who have recently graduated from UNI to reapply to UNI as “second-degree seeking

students” and obtain a Master of Arts in International Business from ESC Rennes while still enrolled at UNI. This program lasts for a year (summer included), and students pay UNI tuition while studying at ESC Rennes. Furthermore, students receive the degree directly from ESC Rennes (University of Northern Iowa, 2016f).

UNI also has other forms of cooperation with partners abroad that advance global learning amongst faculty, staff, and students. Most commonly, UNI students take advantage of the study abroad exchange opportunities offered at partner institutions. The exchange programs allow UNI students to attend a partner institution and pay UNI in-state tuition, and in return, the partner institution students can attend UNI and pay their institution’s tuition and fees. Although exchange agreements are the most popular for students, they are not the only study abroad agreements at UNI. Some students may still be required to pay the partner institution’s tuition although there is an agreement between both institutions. This usually only happens when there is an imbalance in the number of students being sent or received by the partner institution and UNI. If a partner institution is not sending students to UNI, or vice versa, the institution is unable to pay the student’s tuition and fees.

Conclusions

Upon first glance at the internationalization policies and procedures of UNI, one may assume that UNI’s internationalization efforts fall short in comparison to other institutions. These were my initial thoughts not only after starting my practicum at UNI but also through much of this research. However, it needs to be noted that UNI does incorporate various aspects of internationalization. Ongoing internationalization efforts also demonstrate that UNI is taking the right steps to further global learning for its faculty, students, and staff. The CIGE framework validated this through its six targeted areas. It is seen through UNI’s vision plan that recognizes

the world as borderless and understands the needs for its students to be prepared when working with others from different cultural backgrounds. It is also evident in UNI's most recent strategic plan, which has specific goals to increase global engagement at UNI, objectives for those goals, and strategies to assist in meeting those objectives (University of Northern Iowa, 2016m).

Many of these objectives are carried out by the OIP, which is an office specifically designed to promote international education at UNI. The number of staff working at the OIP represents UNI's dedication to internationalization and demonstrates UNI's willingness to support internationalization initiatives, which may not be as common in other institutions. It also has the Study Abroad Center, a division of OIP that provides students with opportunities to participate in various student mobility programs. The SAC organizes faculty-led study abroad programs, many of which meet the UNI capstone requirement for all students. Apart from the benefits of faculty-led programs for students, it gives faculty an opportunity to travel internationally and gain a stronger global perspective in their respective fields. These components at UNI integrate facets of internationalization; however, there are a few aspects of current internationalization efforts that limit UNI from carrying out comprehensive internationalization.

One of the major barriers for UNI's internationalization efforts is that UNI does not have a strategic campus-wide internationalization plan in place. This appears to be the norm for the majority of American institutions, with only 26 percent of universities having a campus-wide internationalization plan (American Council on Education, 2012). An internationalization plan articulates and represents an institution's desire for global engagement. Such an internationalization plan enables an institution to differentiate itself from other universities, and ultimately, makes the institution more recognizable on international markets.

Furthermore, because UNI does not have an internationalization plan, some colleges, such as the College of Education, do not appear to promote internationalization at all. Without a campus-wide plan, it becomes challenging to create a standard of internationalization for all colleges.

Another recognizable challenge at UNI is the lack of diversity in its inbound and outbound programs. Inbound international students only make up five percent of the student body, and 70 percent of the international student population come from five different countries (University of Northern Iowa, 2016h). With the main population of students coming from select few countries, it demonstrates that UNI's international recruitment efforts are limited. This may be due to difficulties in recruiting students to rural areas like Cedar Falls, but that should not prevent UNI from diversifying the international student body. It is important that UNI places value on exposing domestic students to a variety of cultures. Diversity allows students to learn from each other and develop interpersonal skills and relationships, which can contribute to jettisoning existing stereotypes. If students at UNI only get to meet a select few students from different cultural backgrounds, then neither the domestic nor international students gain the intercultural experience discussed in the UNI Strategic Plan (University of Northern Iowa, 2016m). It should be a goal for UNI to not only increase the international student population at UNI but also to diversify the countries from which students are recruited.

This is also the case with UNI's outbound students. There are currently 55 active study abroad programs in 36 different countries, but only one of the programs is in Africa. The only African country with a study abroad program is in South Africa. Meanwhile, there are 33 different programs in Europe in 15 different countries (University of Northern Iowa, 2016k). The programs available for students are very limited, and it limits student learning from a variety of cultures. Being able to diversify the study abroad destinations, specifically by targeting less

traveled destinations, will challenge students preconceived notions about different cultures, which should be one the main outcomes of student learning.

In conclusion, through this capstone, I was able to gain a deeper understanding of where UNI stands in its internationalization process. I gained insight on how certain aspects can really challenge the process of internationalization. Most importantly, I realized how important internationalization is to student learning. I intend to share my capstone with Executive Director of International Programs with a hope that my findings will serve as an opportunity for UNI to evaluate certain policies and practices that are currently in place. However, I realize that my preliminary analysis only scratches the surface of internationalization at the University of Northern Iowa.

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Appendices

Appendix A: American Council on Education (ACE) CIGE Model for Comprehensive Internationalization

