

Improving the Processes Associated with International Experience

AQIP Project



Final Report & Recommendations

September 1, 2011

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Faculty-Led Study Abroad Team: Pasi Lautala, Marika Seigel, Andrew Storer (team leader), Thy Yang.

Summary of Recommendations

1. Designate a Faculty International Academic Coordinator (FIAC). A faculty member with significant international experience, appointed by the Provost.
2. Develop a Global Citizenship Award to encourage all students to develop global literacy.
3. Design a Global Literacy webpage which integrates information about
 - a. All Michigan Tech faculty-led programs and locations with developed centers (Ghana, UK, Mexico, etc.)
 - b. All Michigan Tech programs that have an international component (Pavlis, D80, Senior Design, etc.)
 - c. University and General Education global literacy goal
 - d. International Programs and Services
 - e. Links to external sources about global literacy.
4. New faculty-led study abroad programs must follow a consistent process.
 - a. Develop a webpage for Faculty Led Study Abroad with information for faculty who want to develop programs, and also to promote existing programs to students.
 - b. Existing study abroad programs should assure that they meet the criteria underlying this process.
5. All programs which involve Michigan Tech students in international travel and study require standard documentation, insurance and a pre-departure briefing.
6. Develop funding mechanisms to support the goal of global literacy.
 - a. Targeting endowment for study abroad is critical.

- b. Capture the one-third (1/3) tuition that comes back to the university from faculty-led programs to
 - i. support the cost of the Faculty International Academic Coordinator,
 - ii. create incentives for faculty to develop study abroad programs,
 - iii. create scholarship funds to encourage students who have received the Silver level Global Citizenship Award to enroll in study abroad programs (i.e., discount the tuition)

Background

The AQIP project on International Experience was initiated in April 2009 to improve processes for international education and research, which are dispersed across the institution with little coordination, including

- study abroad,
- project-based international opportunities (International Senior Design, Pavlis, Enterprise),
- student and faculty research opportunities,
- Peace Corps Masters International program,
- services to international students (including SEVIS),
- international agreements (MOU, exchange agreements), and
- graduate and undergraduate recruiting of international students.

This lack of coordination can create confusion for students and faculty, duplicate effort, and make it difficult to measure progress toward University Learning Goal 3. Global Literacy, as well as many goals of the University Strategic Plan:

- Goal 2: Deliver...learning experience...grounded in...an understanding of the social and cultural contexts of our contemporary world.
- Goal 2.1: Expand opportunities for, and encourage participation in, international experiences.
- Goal 2.2: Cultivate intellectual diversity and a worldview adapted to the needs and challenges of the 21st century.
 - Develop students' global skills through study of other languages and cultures
- Goal 3.3: Address societal needs through global partnerships.
 - Expand international engagement through collaboration with universities, industry and government.

- Increase cross-cultural exchanges to promote understanding and discovery of new knowledge and processes.

The project builds on the results of the Presidential Task Force on International Research, Teaching, and Service, completed in December 2008. In 2009-10 the project was devoted to data gathering and review. In 2009, the AQIP team compiled a matrix of academic, research and service programs at Michigan Tech (Appendix A). Most opportunities fell into what Ma and Lautila (2010) categorize in Table 7 as short or long term study abroad programs (see Appendix B). There are nonetheless many opportunities at Michigan Tech which Ma and Lautila describe as “traditional international activities”, including opportunities to interact with international students in a variety of venues, language classes, lectures by visiting scholars, etc., all of which can help faculty and students achieve global literacy.

In 2009 Thy Yang was hired as Director of International Programs and Services and integrated into the project. The project was extended to 2010-11 in order to focus on two things:

1. Student international experience. Clarify student options for international experiences so that students can be better informed about opportunities and assisted in selecting opportunities appropriate to their needs. Identify processes that need to be put in place, resources required, synergies and priorities, as well as gaps in the matrix of opportunities offered.
2. Faculty-led study abroad. Identify all current programs that could broadly be considered “faculty-led” and determine how and where coordination between academic units, IPS and the Provost is necessary to facilitate international experiences with the goal of fostering a sustainable faculty-led study abroad program.

Recommendations: Student International Experience

In 2010-11, the AQIP team was charged with rank ordering and assigning weights to international experience opportunities from least (e.g., attending international campus event) to most (e.g., a year abroad) significant. A goal was to encourage more students to study abroad. The team developed a matrix with three levels of experience: (1) experiences that provided exposure to diverse cultures and global awareness, (2) experiences that required active participation in activities that developed cultural knowledge and confidence in intercultural settings, and (3) experiences that engaged students in an extended stay abroad and demonstrated ability to engage in another culture

Recognizing that low-weighted opportunities may be easiest to acquire and may start a student on a path to more significant opportunities, the team applied this matrix to the development of a Global Citizenship Award (Appendix C) to provide a map for students to develop global competency through international experience, and hopefully to motivate them to achieve the

resume-enhancing award at the highest level. This award would be open to all Michigan Tech students, including graduate students and international students. It requires not only a series of activities, but reflections on those activities that demonstrate global literacy/cultural competence.

Based on feedback from undergraduate and graduate students, the team recommends the following incentives to encourage activity leading to the award:

1. Several waivers of the \$350 study abroad application fee for students who have demonstrated they have achieved Silver/level 2 award.
2. Scholarship fund at both undergraduate and graduate levels for students to study abroad who have achieved Silver/level 2 award. This can be financed through targeted endowment and capturing part of the 1/3 tuition from study abroad which comes back to the university.

To demonstrate feasibility, the team recommends that a pilot project be initiated with 8-10 students seeking the award (at all three levels, and include graduate, undergraduate and international student/s) to be solicited from language study, Pavlis, Honors, Study abroad programs, etc., and several faculty advisors with international experience. This could be led by the Faculty International Academic Coordinator recommended for faculty led study abroad programs (see below). They would work out procedures, processes, and guidelines for each level of award, including lists of international experience opportunities for each level that could be accessed on an International Programs and Services (IPS) webpage. This webpage could be dedicated to the concept of Global Literacy , and could include information about the Global Citizenship Award, links to Study Abroad, University Learning Goals, and links to useful information such as Binghamton University's suggestions for developing Global Competency and capturing it in a resume (<http://www2.binghamton.edu/career-development-center/quick-reference-guides/global%20competency.pdf>) .

Recommendations: Faculty-led Study Abroad

This team was tasked with focusing on faculty-led study abroad programs in order to create more support for and communication between faculty and IPS staff for detailed planning, and also to create consistency for all programs regarding what IPS can provide. This is consistent with the external review of IPS conducted by MSU in 2008, with the Sept. 2010 AQIP review of this project, and with the guidelines for faculty-led study abroad programs created by the IPS Director and Provost in 2010. Balancing the decentralized culture of Michigan Tech with the need for controls with respect to safety and liability was deemed critical.

The team was tasked with clearly delineating

- (1) what aspects of faculty-led programs should be centralized in IPS so that IPS can provide oversight and consistency,
- (2) what aspects should be delegated to academic units so that innovation is encouraged,
- (3) what aspects should be overseen by the Provost to insure fairness and consistency, and
- (4) how and where coordination between academic units, IPS and the Provost is necessary to facilitate international experiences.

After several months of deliberation the team developed recommendations for a process that it believes will promote, rather than discourage, faculty-led study abroad. The team believed the following guidelines were paramount:

- Assure the safety and protection of students studying abroad.
- Promote consistency and reduce redundancies with a process that is helpful and not onerous for faculty.
- Reduce university liability.

The team identified several issues which need to be addressed successfully in any program:

- a. Assure faculty are paid appropriately for study abroad programs.
- b. Identify an appropriate student/faculty ratio for each program..
- c. Streamline processes so IPS meets with interested faculty as a group.
- d. Develop a website with spreadsheets, templates, etc. to assist faculty in determining feasibility.
- e. Fund infrastructure for faculty-led study abroad - Study abroad coordinator and Faculty International Academic Coordinator – appropriate to the need.

The team makes the following recommendations:

1. To assure consistency and a good working relationship with Academic Affairs and IPS, a new position should be created: Faculty International Academic Coordinator (FIAC).
 - a. It would be comparable in scope and compensation to the Conflict of Interest Coordinator and should be a faculty member with significant international experience, appointed by the Provost.
 - b. Fund it with the capture of the one-third (1/3) tuition that comes back to the university from faculty-led programs.
2. To assure that faculty new to leading a study abroad program are well-informed and well-prepared, faculty proposing new faculty-led study abroad programs must follow a consistent five step process (see below).

- i. Attend annual fall semester study abroad workshop.
 - ii. Develop a concept proposal.
 - iii. Review concept proposal (FIAC).
 - iv. Register and promote accepted proposals.
 - v. Engage in pre-departure activities
- 3. To assure that appropriate processes and procedures are in place, current programs and faculty leading existing study abroad programs should work with IPS and the FIAC to assure that they meet the criteria underlying the five-step process, including assurance that faculty are appropriately compensated, university processes and procedures are followed, and students receive appropriate information to assure their safety while abroad.
- 4. To improve safety of student and reduce university liability, **all programs** which involve Michigan Tech students in international travel and study should require at minimum:
 - i. Copy of passport and visa.
 - ii. Undergraduate students: Dean of Students Recommendation Form for Study Abroad. GPA 2.75 minimum, with exceptions requiring approval from Dean of Students and Faculty Member.
 - iii. Graduate Students: Signature of graduate advisor.
 - iv. Medical Information and Waiver Form
 - v. Illegal Drug Use Form
 - vi. Release and Waiver Form
 - vii. Student Insurance. IPS will recommend low-cost provider
 - viii. Predeparture briefing, which could be completed online.

The team has made a detailed recommendation regarding the five-step process for faculty proposing new faculty-led study abroad programs.

1. Attend Annual Fall Semester Study Abroad Workshop. IPS will lead a workshop each semester for all faculty interested in leading study abroad programs. Faculty will learn about a range of options available to them, from teaching in established programs abroad, to working with a third-party provider such as International Study Abroad (ISA) which has established partner universities and employees in the region, to developing a program from the beginning with partner institutions. IPS will provide Standards of Good Practice for study abroad.
2. Develop a Concept Proposal. Faculty will develop a concept proposal which includes the following information:
 - a. Purpose of the course: course description and learning outcomes.

- b. Michigan Tech department which will offer the course.
 - c. International location and/or international partner institutions.
 - d. Instructors (Michigan Tech and partner institutions)
 - e. Students – target population
 - f. Estimate financial feasibility of program
 - i. Expenses:
 - 1. Instructor stipend (summer salary for summer programs)
 - 2. Instructor expenses (transportation, accommodation)
 - 3. Student expenses: host institution, accommodation
 - 4. 15% contingency for currency fluctuations
 - 5. \$350 study-abroad application fee per student
 - 6. Promotional costs (part of the \$350 fee will be used to promote the program)
 - ii. Revenues per student:
 - 1. 2/3 tuition per student
 - 2. Activity fee per student
 - iii. Spreadsheet: calculate number of students required to meet expenses of the program. FAIC will test a calculator with existing and proposed programs for feasibility. A sample calculator was developed by Pasi Lautila.
 - g. Check-off: Attended IPS workshop, reviewed IPS Standards for Good Practice
3. Review Concept Proposal. A Faculty International Academic Coordinator (FIAC) would be appointed to review the proposal and coordinate the following:
- a. Departmental course approval. Is this an existing Michigan Tech course? If it is a new course, assure that the faculty member has acquired department approval to offer the course, including the department chair's approval to offer the course abroad.
 - b. Programs with host institutions abroad require a Memorandum of Understanding (MOU).
 - i. Contact Sponsored Programs to determine if there is an existing MOU.
 - ii. If so, will it cover the proposed course? Document this.
 - iii. If not, is it feasible to get an MOU in a timely manner?
 - c. Review the proposal with IPS for information about the site, travel, etc.
 - d. Accept or reject the proposal.
4. Register and Promote Accepted Proposals. After a proposal is accepted,

- a. Registration. Academic department offering the course will add course to the summer schedule with the Registrar.
- b. Syllabus. Faculty member will develop the syllabus. IPS will review the syllabus for appropriate student policies and contact information.
- c. Contractual obligations. Faculty member will act as PI for contractual obligations:
 - i. Faculty member will provide contracts for partner space, student accommodation, etc. for review and signature by IPS and Sponsored Programs, OR
 - ii. IPS and Sponsored Programs will review and sign 3rd party contracts.
- d. Marketing. Faculty member, department, and IPS will be share in marketing of program. Faculty may negotiate with IPS to utilize processing fee for marketing.
- e. Enrollment. Faculty International Academic Coordinator monitors enrollment to determine if break-even is reached to deliver the program.

5. Engage in Pre-Departure Activities. When a course has sufficient enrollment,

- a. MOU transmittal takes place.
- b. Student documents are collected by IPS, processed, and the \$350 application fee is collected:
 - i. Copy of passport and visa.
 - ii. Undergraduate students: Dean of Students Recommendation Form for Study Abroad. GPA 2.75 minimum, with exceptions requiring approval from Dean of Students and Faculty Member.
 - iii. Graduate Students: Signature of graduate advisor.
 - iv. SAFETI program audit checklist
 - v. Medical Information and Waiver Form
 - vi. Illegal Drug Use Form
 - vii. Release and Waiver Form
 - viii. Student Insurance. IPS will recommend low-cost provider
- c. Pre-departure briefing is conducted by the faculty member and IPS. Students are expected to attend the pre-departure briefing; a generic briefing will be available online. This will include information about
 - i. Things you need to bring or things you will need assistance with.
 - ii. Financial issues including budgeting for the trip, cost of goods in host country, credit cards.
 - iii. Communication and transportation.

Reference

Ma, C., & Lautila, P. 2011. Railway education today and steps toward global education. Proceedings of JRC2011, 2011 Joint Rail Conference, March 16-18, 2011, Pueblo, CO.

Appendix A. Academic programs

Program	Oversight	Funding	Costs	Desired Outcomes for students	Desired Outcomes for faculty and staff	Assessment	Processes needed	Year started	Number of participants (known or estimated)
Study abroad: Exchanges programs. Independent	IPS	Tuition and fees	<p>Should IPS develop more revenue streams?</p> <p>Should there be more fees for services?</p> <p>Should IPS be self supporting?</p>	<p>*More funding and more staff for improved services</p> <p>*Streamline application process and make transparent</p> <p>*Better communication with Parents to gain support</p> <p>*Improved education about safety abroad</p> <p>*Marketing study abroad as the norm rather than the exception</p> <p>*Offer study abroad classes or meetings to facilitate education</p>	<p>*Direction regarding the placement of IPS on campus as</p> <p>*Academic or student affairs or both</p> <p>*Encourage flexible curriculum, especially in engineering to facilitate transfer credits.</p> <p>*Increase staffing in IPS to support more students.</p> <p>*Identify the level of authority of the IPS staff on campus</p>	<p>Interviews with potential and returning study abroad students.</p> <p>Students learn more skills in these programs</p>	Publicizing the opportunities and the benefits		<p>105 in 07-08</p> <p>150 est in 08-09 (incl consortium)</p>

Program	Oversight	Funding	Costs	Desired Outcomes for students	Desired Outcomes for faculty and staff	Assessment	Processes needed	Year started	Number of participants (known or estimated)
Study abroad: Consortium. Facilitated programs with more students involved, less independent	IPS	Tuition and fees		Same as above	*Increase awareness on the difference between consortium and independent study abroad *Same as above.	Interviews with potential and returning study abroad students.			105 in 07-08 150 est in 08-09 (incl independent exchanges)
Study abroad: Funded programs e.g US-Brazil	Faculty	External funding		Low student numbers are currently supported. Desired outcome is to increase this number.					
International Senior Design	Faculty	Tuition and fees		Change the perception that this is not available for all students campuswide Increase flexibility in the engineering curriculum	Make faculty time available		Improve perception of program Involve more faculty		
Pavlis Leadership	IIS	Tuition and fees	Instruction costs for	Secure long term funding, availability	Secure resources for site	Assessment of project results	Mechanisms to develop new	2008 (first cohort)	20 per year, possibly

Program	Oversight	Funding	Costs	Desired Outcomes for students	Desired Outcomes for faculty and staff	Assessment	Processes needed	Year started	Number of participants (known or estimated)
		plus gift funds	Track A preparation courses. Travel, room & board for Track B experience abroad (5 weeks)	for scholarships, Encourage students to use their summer between junior and senior year for the travel which is not available during the academic year (5 weeks)	development and management Maintain current ongoing project site, Kumasi, Ghana Develop next site (2010), Malargue, Argentina	and other work over course of Pavlis curriculum. Exit survey. Eventually alumni surveys	sites. Resources to manage project sites. Coordination with other academic international experiences (ISD, Enterprise, etc.)	travel abroad)	expanding to 40 per year with non-scholarship cohorts 2008-09, 11 students total
Faculty led study abroad	Faculty	student fees		*Create more support for and communication between students and programs for the detailed planning of these types of opportunities *Some Consistency	*Create more support for and communication between Faculty and IPS staff for the detailed planning of these types of opportunities *Consistency for all programs	Number of students participating Standard class assessment tools	No process in place to develop these programs		

Program	Oversight	Funding	Costs	Desired Outcomes for students	Desired Outcomes for faculty and staff	Assessment	Processes needed	Year started	Number of participants (known or estimated)
				<p>for all programs</p> <p>*Campus wide awareness that faculty lead programs are offered on a year-round basis</p>	<p>including a chart/guidelines indicated what IPS can provide</p>				
Peace Corps MI programs	<p>Faculty coordinator for each program.</p> <p>Overall coordinator for all programs (Orr)</p> <p>Reports to Graduate School</p>	<p>Overseas tuition via Graduate school.</p> <p>Some programs with research funding.</p> <p>Some Donor support.</p>	<p>Overseas tuition for students.</p> <p>Recruiting costs.</p>	<p>Compete effectively with other programs, both Peace Corps and traditional graduate programs. Increase funding to attract students.</p>	<p>Remove language barriers.</p> <p>Increase support for travel and for faculty time (often an overload).</p>	<p>Participants</p> <p>Tracking graduates</p>	<p>Better assessment and tracking of students.</p>	1995	<p>85 students graduated and 65 currently enrolled.</p>

Program	Oversight	Funding	Costs	Desired Outcomes for students	Desired Outcomes for faculty and staff	Assessment	Processes needed	Year started	Number of participants (known or estimated)
Partnered Degree Programs	Faculty coordinator	Agency funding, tuition and fees							
Overseas research at Graduate level	Faculty	External funding					No process to track		
Co-ops and internships overseas									
Enterprise	IIS	External industry sponsored projects and gift funding	New project/site development. Travel, room & board for students. Potential offering of Enterprise modules abroad, in	Overcome challenges associated with collaborating on international projects. Secure funds to cover additional cost to travel abroad and time/money for the students. Encourage	Resources/staffing to develop international project opportunities/sponsors, and manage sponsor requirements/expectations. Resources needed to manage planning	Assessment processes in place for ABET/program outcomes. Would need additional assessment rubrics for international experience (interviews, exit surveys,	Mechanisms to develop project sites. Processes for managing student/project selection, site selection, travel logistics, etc.	2000	650 total participants per year. Estimate potential international project interest to be ~10-20%. Two

Program	Oversight	Funding	Costs	Desired Outcomes for students	Desired Outcomes for faculty and staff	Assessment	Processes needed	Year started	Number of participants (known or estimated)
			conjunction with industry projects and/or site visits.	participation even though they give up part of their summer earnings, and travel not typically available during the academic year	and logistics of international experience.	etc.)			enterprises currently have international projects, IBV and ATT

Research and Service programs

Program	Oversight	Funding	Desired Outcomes	Assessment	Processes needed
Research projects	Faculty PIs	Funding agencies			
D80	Patterson				
Services to incoming international students				ESL	
Externally funded fellowships e.g. USAID, Fulbright	Durfee, Others? Students generally come from faculty	Boren, Fulbright, Rhodes, Gates, Marshall, and Mitchell (only Boren includes	Increase breadth of coursework offerings needed to make	Number of students making it to various stages in the process.	Advertizing opportunities through IPS.

	referrals	undergrads). Other programs/scholarships would benefit from an international component.	students competitive		International studies center would help.
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Programs we aspire to

Program	Strengths	Why we aspire to it	Needs	
MSU - Study abroad	High visibility and enrollment. Link from front page of website.	Want to encourage more students to participate		
WPI	Project centers	Increases overseas programs and engages faculty		
RPI				

introduced by Alan Parkinson [26], James L. Melsa [27] and other literature are presented in Table 7. Although the table is not all inclusive, it provides a solid introduction on the most common approaches currently used to global education. Based on the review, the authors developed a comparison between the expected costs and complexity of different approaches (Figure

1). While each individual program has its own special features and challenges that must be considered in case by case basis, the table and figure provide a quick reference to the content, expected costs and level of effort to develop a program.

Table 7 Existing Program Formats For Global Education in The Engineering Field

Program Formats	Description	Summary
Traditional international activities	Visiting lectures by foreign visitors, international conference, visiting scholars, foreign culture course, foreign language training, enrolling international students, bilingual teaching.	<ul style="list-style-type: none"> • The most extensively used methods. • Easy to organize and easier to recruit students. • Have an introduction to foreign culture and meet the local students
E-learning & E-teaching	Teaching by foreign universities lecturers through internet-based tools	<ul style="list-style-type: none"> • Economic way for the students learn foreign technologies • Limited exposure to foreign culture
Virtual global class	Students from different universities study together by using internet-based tools in a virtual global classroom.	<ul style="list-style-type: none"> • Good opportunity for students to learn about global issues. • Exposure to foreign culture is limited.
Short-term study abroad programs	Extended field trip, summer program or mentored travel: Students travel to one or several countries and visit companies and/or universities for a tour and/or lectures between one to several weeks under the guidance of a faculty member.	<ul style="list-style-type: none"> • Brief exposure, but an efficient way to attract the students to participate in more extensive programs
	Internship or Co-op: students work abroad for a company or at an international branch of a U.S. company.	<ul style="list-style-type: none"> • A good approach for the real-world practice and brief exposure to industry issues.
	Research abroad: students travel to an foreign laboratory and conducts research under the guidance of a faculty member, etc.	<ul style="list-style-type: none"> • Good approaches for real-world problem solving. • Team work typically included.
	Project-based learning: students travel abroad and are immersed in another culture via a project connecting technology and local society.	<ul style="list-style-type: none"> • Deeper exposure to foreign culture.
Long-term study abroad programs	Exchange: students from the two universities involved are exchanged for a period and take regular courses in the host university. Degree awarded by their home university.	<ul style="list-style-type: none"> • A popular study abroad program format. • Credits, reorganization and exchange as well as a parity exchange must be coordinated. • An in-depth exposure to living abroad on campus.
	Dual degree: the students obtain one degree from the home university and another one from the foreign university during a period of study abroad.	<ul style="list-style-type: none"> • Most difficult one for the students to fulfill. • Mostly for graduate-level programs. • An in-depth exposure to living abroad
Long-term on campus programs	Partner sub-contract: the home university cooperates with a foreign university and contracts for courses to be taught to students of the home university.	<ul style="list-style-type: none"> • On-campus foreign course study rather than studying abroad.
	Extension: the home university operates a pseudo-extension campus in the other country at a permanent facility.	<ul style="list-style-type: none"> • The students always are taught in English. • The exposure to foreign environment is eliminated. • Varieties of international programs can be organized easily.
	Branch campus: the home campus works together with a branch campus in foreign country.	<ul style="list-style-type: none"> • More global experience opportunities are offered for the students from both campuses or universities
Others	Combination of the previous formats	

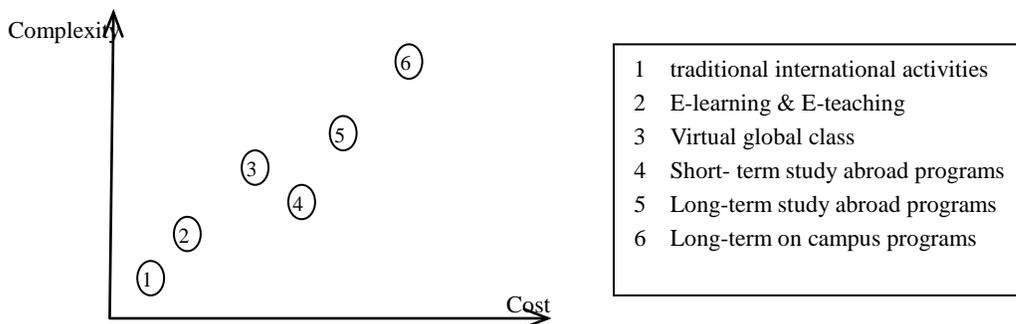


Figure 1 Costs and Complexity of Different Approaches (not to scale)

Appendix C:

GLOBAL CITIZENSHIP AWARD

Goal 2 of Michigan Tech's strategic plan encourages student "participation in international experiences" in order to understand the social and cultural contexts of the contemporary world. The goal of the Global Citizenship Award is to encourage students to gain the experience necessary to be a global citizen. In particular, it hopes to encourage students to study abroad and to take full advantage of the opportunities a study abroad experience offers for learning and personal growth. It is open to all students at Michigan Tech - undergraduate and graduate domestic and international students.

The award program has three levels – copper, silver and gold—which recognize increasing levels of experience that will improve a student's ability to work and think globally. Levels 1 (copper) and 2 (silver) recognize students' engagement in diverse cultures, which prepares them to participate actively and successfully in another culture in an international setting and achieve Level 3 (gold).

An underlying foundation for global citizenship is factual knowledge of world cultures, language, geography, and political systems, which students are strongly encouraged to learn. However, the truly globally-competent student must actively engage other cultures on campus, in the community, and in another country. These activities, combined with meaningful reflections on what a student has learned from this activity, are the basis for this award. There are no academic requirements and courses cannot be counted towards the award. However, coursework activities (exclusive of UN1002 and UN 1003) and reflections on this activity could be appropriate for the award.

Students must achieve the copper award before being eligible for the silver award, and achieve the silver award before being eligible for the gold award. Achievement of the next level award requires increasing both the quantity and quality of cultural and international engagement and their accompanying reflections. A meaningful reflection should do the following:

1. State the date, duration, and specific nature of the activity or experience.
2. Articulate in 350-500 words
 - a. how the activity exposed students to diverse cultures (level 1),
 - b. how the activity developed confidence and competence in intercultural settings (level 2), or
 - c. the specific ways that international study, work, or research abroad engaged the student in other cultures (level 3).

The award will be conferred by a committee of three university members with international experience (faculty, professional staff, and/or students who have achieved the Gold Level Global Citizenship Award) who have reviewed student submissions for the award. Students who receive the Gold Level Global Citizenship Award by April 1 of the academic year will be recognized at the annual Student Awards ceremony.

The matrix (attached) outlines expectations for the award at three levels.

	Level 1 Copper Award	Level 2 Silver Award	Level 3 Gold Award
GOALS	<p>Student will demonstrate exposure to diverse cultures and global and cultural awareness</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. <i>Exposure to activities representing diverse cultures</i> 2. <i>Reflection on Engagement</i> 	<p>Student will demonstrate efforts to develop confidence and competence in an intercultural setting.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. <i>Participation in diverse cultural activities</i> 2. <i>Development of cultural knowledge or experience of other cultures and/or communication of cultural knowledge or experience of one's own culture</i> 3. <i>Reflection on Engagement</i> 	<p>Student will demonstrate ability to engage in another culture in an international setting.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. <i>Engagement in International Setting</i> 2. <i>Documentation of project completed abroad</i> 3. <i>Reflection on Engagement</i>
REQUIRED ACTIVITIES & REFLECTIONS	<p>Students must engage in at least 4 different activities. Written reflection must demonstrate how the activities exposed the student to diverse cultures.</p>	<p>Students must engage in at least 2 different activities. Written reflection must demonstrate how the activities developed confidence and competence in an intercultural setting.</p>	<p>Student must engage in an extended stay abroad and complete an activity or project. Written reflection must demonstrate how the activity or project enabled the student to apply cultural competence in an international setting.</p> <p>The gold award requires students to complete the copper and silver awards to be eligible for the gold award.</p>

	Level 1 Copper Award	Level 2 Silver Award	Level 3 Gold Award
<p>SAMPLE ACTIVITIES</p> <p>These are examples of activities. Others will be considered if a student demonstrates how they enable a student to achieve the goals.</p>	<p>Attend cultural events, such as Pow-Wow, Diwali Night, Parade of Nations, Rosza special events and lectures.</p> <p>Active membership in International Club, Global City or other student organizations. http://global.students.mtu.edu/ www.admissions.mtu.edu/life/clubs_organizations/</p> <p>Activities (research, presentations, etc.) with international content related to coursework (exclusive of coursework in UN1002 and 1003).</p>	<p>Active participation at the officer level in student organizations and activities.</p> <p>Live on campus in I-House. http://www.ips.mtu.edu/FAQs/IntlHouse.htm</p> <p>Engage in D80 projects. http://www.mtu.edu/d80/</p> <p>Develop class projects that demonstrate engagement with people from other cultures.</p> <p>Engage in research with international content and communicate results.</p> <p>Develop professional skills and competencies through activities such as presenting research at conferences abroad.</p>	<p>Complete one of the following programs.</p> <p>Study Abroad</p> <p>Pavlis Institute for Global Technological Leadership</p> <p>Engineers without Borders</p> <p>International Senior Design</p> <p>Peace Corps Masters Program</p> <p>International Dual Degree program</p> <p>Conduct research in an international setting.</p>

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TO: AQIP International Experience Team, Academic Deans

FROM: Max Seel, Provost and V.P. for Academic Affairs



SUBJECT: Provost's response to AQIP International Experience Recommendations (9-1-11)

DATE: September 29, 2011

I have reviewed the recommendations and discussed them with the academic deans and we thank the AQIP team for their work on this important issue. It is particularly important in light of our university student learning goal of Global Literacy.

The recommendations for standardized documentation and processes to assure the safety of students, promote consistency in processes, and reduce university liability, are accepted. In particular, it is important that **all** programs (including Peace Corps students) which involve Michigan Tech students in international travel and study require a copy of passport and visa and travel itinerary to be filed with International Programs & Services. The recommendation for an integrated Global Literacy website is also accepted.

It is not possible with Michigan Tech's current accounting mechanism for summer programs to allocate the university's 1/3 share of generated student tuition to support faculty-led study abroad programs and student scholarships. However, the provost will provide funding to encourage international experience as follows:

1. To facilitate faculty-led study abroad, the provost will support a Faculty International Academic Coordinator for 2 years with a \$5,000 annual stipend to work with IPS Director and study abroad coordinator to implement a consistent process for all faculty-led study abroad programs as outlined in the recommendation, develop a webpage for faculty-led study abroad, and work with faculty currently planning and delivering study abroad programs.
2. If faculty can be identified who are willing to implement the Global Citizenship Award (consider naming it the Global Literacy Award), the provost will endorse it and (1) award a \$1,000 scholarship for study abroad to one student who has achieved the Silver Award, to be awarded at the annual student award dinner, and (2) to establish a Michigan Tech Fund scholarship fund for study abroad to be awarded to students who have achieved the Silver Award. Students have indicated that they would be more motivated to study abroad if there was scholarship funding.
3. Reduce the study-abroad application fee for faculty-led study abroad programs from \$350 to \$50 per student, and allocate \$3,000 in 2011/12 to IPS for their support services for faculty-led study abroad.

4. Allow departments whose faculty are offering summer study abroad to capture 2/3 of all tuition (in-state *and* out-of-state) for program expenses, including faculty salary and expenses and reducing activity/lab fees. Faculty and department chairs must agree in writing in advance to the disposition of the tuition funding generated by the course.

This should help reduce the overall cost for the students in support of the university goals to increase global literacy.