Subcommittee Members:

Brian French, Subcommittee Chair, Executive Director of Office for Student Success

John Matt, Chair of Department of Educational Leadership (also member of Task Force)

Liz Putnam, Interim Dean of Davidson Honors College

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Paulo Zagalo-Melo, Associate Provost for Global Century Education and Director of Office of International Programs (also Steering Committee Co-chair)
I. Data Collection - SWOT Analysis

Strengths

The University of Montana clearly has a strong commitment to internationalization as articulated in foundational documents such as the Strategic Plan, Mission, Vision, and Institutional Core Values. Institutional commitment to internationalization is also articulated in the University's curriculum, through degree, non-degree, and minor programs, areas of interest, global/thematic programs, robust offerings of foreign language courses and world regional courses, and the general education program. In addition to these curricular offerings, UM's Defense Critical Language and Culture Program is one of the top language and culture training centers in the nation for the U.S. military.

One of the most significant areas of institutional commitment to internationalization is UM's human resource base devoted to different aspects of internationalization, including but not limited to: the Global Leadership Initiative, Global Gateway, Undergraduate Pathways Program, English Language Institute, Study Abroad, International Student Exchanges, International Student Recruitment, Foreign Student and Scholar Services, and University faculty and staff members with ethnically and culturally diverse backgrounds and varied areas of expertise, the Maureen and Mike Mansfield Center, and academic advisors and program specialists in the Office for Student Success devoted to serving international students.

Weaknesses

By far the greatest weakness impeding the enhancement and expansion of internationalization efforts at UM is a lack of financial resources. Funding for internationalization efforts at UM has shifted to external sources, aside from positions that are state supported. The primary revenue source for UM's general funds budget, which comprises the majority of the internal funding available for internationalization efforts and related positions, is student tuition and fees. Student enrollment has declined in recent years, creating general funds budget decreases and making collaboration and progress for programs, services, and efforts germane to internationalization increasingly difficult.

Another major weakness is the apparent lack of an institutional internationalization strategic plan that can guide the different academic and administrative units. The clear presence of a strong commitment to internationalization as articulated in foundational documents does not translate into a strategic orientation to the structure and programs that compose the internationalization at UM. The Office of International Programs has a strategic plan focused exclusively on internationalization; however this encompasses only the services and programs administered by this office.
Fragmented communication and operational "silos" are other areas of weakness at UM in the context of internationalization efforts. In the absence of an institutional strategy for internationalization, programs and services often appear insular. International students, faculty and staff often struggle to find appropriate resources and services as a result of the institution's lack of a unified infrastructure of support. International student recruitment is an area that has greatly improved and efforts are underway to improve retention-oriented services such as academic advising, but international student support services could benefit from increased collaboration among relevant UM programs and services.

**Opportunities**

Operational efficiencies could be realized with strategic consolidation of internationalization-related services. Most notably, the Office of International Programs and Foreign Student and Scholar Services could be consolidated to improve internal communication and administrative efficiency related to internationalization efforts. According to various constituent groups the AIC Subcommittee contacted, this idea has been discussed at UM for several years, but no meaningful action has been taken on this consolidation opportunity.

While innovative programs such as the Global Leadership Initiative have thrived at UM in recent years, numerous opportunities exist to expand internationalization-related efforts. Increased fundraising for study abroad experiences, continued and improved marketing of UM's various possibilities for institutional constituents to engage in internationalization-related activities, and expanded promotion of internationalization through the curriculum - both program-specific and general education - are all areas of opportunity.

The Mansfield Center's Defense Critical Language and Culture Program offerings present an opportunity to link UM students through technology with a range of lesser taught languages. This would strengthen language and area studies such as East Asian Studies, Central and Southwest Asian Studies, Persian, Arabic, Chinese, South and Southeast Asian Studies, Indonesian, Korean, Tagalog, and Thai. Only a handful of research institutions currently offer these languages through Title VI Resource Center funding and UM has a unique opportunity to capitalize on distance learning for expanded instruction in these areas. Due to the nature of the funding received by DCLCP (federal Defense funds earmarked for military training), UM would have to find a way to try to extend these learning opportunities to UM students.

**Threats/Challenges**

As previously mentioned, lack of institutional financial resources dedicated to internationalization efforts is the largest challenge. Other challenges include a somewhat insular culture in the Montana legislature, which provides state support to UM, and fragmented operations and communications related to internationalization on campus.
Recommendations

The AIC Subcommittee recommends the following actions to expand and improve internationalization efforts at UM, in no order of importance or priority:

- Develop an institutional internationalization strategy incorporating relevant programs, services, and personnel to serve as a blueprint to guide institutional investment of resources and commitment to internationalization-related efforts.

- Develop a capital fundraising campaign to promote study abroad experiences, especially for Montana residents with high financial need. If feasible, consider requiring study abroad experience as a component of the general education curriculum, or through a study abroad scholarship program available to all juniors and seniors (similar to the GLI Beyond the Classroom Experience). Use this as an opportunity to expand existing study abroad opportunities for students.

- Consolidate the Office of International Programs and Foreign Student and Scholar Services in order to improve internal communication and operational efficiency and to provide a clear support infrastructure for international students studying at UM.

- Increase institutional investment in international student recruitment and programs and services that promote international student retention.

- Expand the Mansfield Center’s Defense and Critical Language and Culture Program to meet the evolving needs of the U.S. military.
II. Data Collection

1. Is global/international learning articulated as part of the institution’s vision, mission, or goals? If so, where (for example, in the mission statement, strategic plan, or recruiting materials)?

Yes, global/international learning is articulated in the University of Montana’s (UM) Mission, Vision, Core Values, Strategic Plan, and recruiting materials.

As articulated in the UM Mission (2014), “the University...educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides...cultural outreach, and service benefitting the local community, region, state, nation and the world” (p.5).

As articulated in the UM Vision (2014):

UM will lead as a globally focused public research university that serves the state, nation and world. Intrinsic to mission are the underlying values of leadership, engagement, diversity, and sustainability. These essential values underpin our preparation of graduates and contributions to society in the 21st century through high-impact teaching, research, creative scholarship, and service. UM will be a place of vitality through its academic, cultural, and athletic performance... [and] will drive economic, cultural, and social development of Montana and the Central Rockies. (p. 5)

As articulated in UM’s Core Values within the UM Strategic Plan (2014):

Leadership: UM aims to produce graduates with leadership skills and potential, with the anticipation that they will become local, state, regional, national, and international leaders appropriate to their aspirations and experience.

Engagement: UM is committed to instilling a passion for discovery, learning, and service in its students and faculty, connecting curricular content, student life, and experiential learning opportunities with the principles and aspirations of societal and cultural contributions.

Diversity: UM seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspectives, disabilities, abilities, creed, ethnicity, gender identity, gender expression, veteran status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition of its faculty, administrative professionals, staff, and students.
**Sustainability:** UM models a pathway to economic, financial, environmental, and cultural sustainability in every aspect of mission fulfillment...consistent with the broader concept of sustainability, the University’s initiatives ultimately seek to enhance students’ understanding of the interconnectedness of ecological, social, and economic issues. (pp. 5-6)

With regard to UM’s institutional commitment to internationalization as articulated in recruitment materials, international students are eligible for admission to UM by way of three pathways: conditional admission, undergraduate pathway (UP) admission, and full admission. Conditional admission is for students who want to enroll in a UM bachelor degree program but do not meet the minimum requirement for fall admission or UP admission or do not have an English language test score. Students begin their studies at the English Language Institute (ELI) for intensive English language and pre-academic training after they reach the required English language proficiency level for admission. The UP Program provides a clear pathway for international students seeking an undergraduate degree and with an English language proficiency close enough to the admission level but who still require additional preparation in the areas of English language proficiency, study skills, and content knowledge preparation in their chosen discipline. UP allows for these students to integrate language and introductory coursework, allowing them a smooth transition into their undergraduate degree. Students who have met the English language proficiency admission requirements may begin their degree program at UM. Fully admitted students can pursue a full-degree course load. All new international undergraduate students are considered for a variety of general scholarships based on the information provided in the International Undergraduate Application (International Brochure, 2015).

UM also hosts an International UM Day each year, which is a special day of programming for high school foreign exchange students currently studying in U.S. high schools. Students are invited to explore the UM campus, meet current UM international students, sample a university class and visit residence halls (Admissions website, 2015).

2. **What are the goals for internationalization (for example, preparing students for work in a global society or connecting international and multicultural agendas)? Where are those goals articulated?**

Entities contacted: Academic Officers, Foreign Student and Scholar Services, Office of International Programs

- Summary of Academic Officers (AO) responses:
UM is about providing an education for the global century. Not international, but truly global in information and communication and analytical aspects of society. Our goal for having a dynamic learning environment is clear, and is articulated through diversity in the classroom. Diversity of world views is necessary for a dynamic learning environment. Research and creative scholarship for Montana and the world... overall global, international focus for UM. See language in UM’s strategic plan and vision statement

Given our location and history, important to keep in mind our place and history. Inclusion of Native American issues. Connections b/w Native American issues and international issues. Indigenous peoples’ issues are found all over the world. UM connections with Norway and Australia. Connections between Montana and Canadian tribes.

Area Studies programs; minor in international development, minor in global public health

Co-curricular activities: DiverseU, student organization events

We teach 10 world languages (MCLL) on campus. Many universities of our size have cut back to 2-3 languages. The fact that we still have 10 speaks to our aspirations for multiculturalism. (This doesn’t include the languages taught by the DCLCP)

Formal partnerships for clinical placements abroad – in Education there are 14 in China, India, and Australia.

SOBA accreditation process requires “globalization” in business programs. AACSB changed its headquarters from St. Louis MO to Tampa FL – greater access to other countries.

Another area to support internationalization is the library. Collections actively support curriculum. Ex. Materials to support Arabic language, Irish studies programs.

Summary of Foreign Student and Scholar Services (FSSS) responses:

The goals are articulated in UM’s mission statement and strategic plan. FSSS addresses the goals through programs. Teaching, education, research, and services shape institutional values and we attempt to coordinate efforts to ensure we have a unified approach to internationalization. FSSS also addresses the goals through the many interactions of their office with the foreign students, for example: by providing opportunities to students to interact with the community through the MIFP program, International Festival, fieldtrips and workshops. FSSS is also the primary office handling immigration for the campus. They are certified to issue documents and verify students are complying with immigration standards that they must maintain. Because they are authorized by SEVIS, Dept. of Homeland Security, they must maintain knowledge of regulations through ongoing training. Some of this training is obtained through attendance at NAFSA Conferences and Town Hall Presentations.

Summary of Office of International Programs (OIP) responses:

Internationalization doesn’t necessarily mean outside the U.S. It means how we prepare our own students and campus to be globally competent.
Staff (non-faculty) – those not in the classroom interact with people who aren’t from this culture all the time. They need to be included in this effort as well. We can train people here, through increased training offerings and open communication, to be adequately prepared to deal with an increasingly culturally diverse student body and employee base.

Through internationalizing our campus, we can improve our programs and services to support both international students’ success at UM and better prepare our domestic students to succeed in an increasingly global society.

The services and curricula that a university provides are the most meaningful ways to articulate our commitment to internationalization. That is, how do we make our campus community a more culturally and globally competent place? Through trainings, modifying our curriculum and programs, and other strategies previously discussed. Think about individual classes or trainings that are offered to help students better prepare to be successful here and gain the knowledge and skills to thrive in the global century.

3. **Does the immediate environment from which the institution draws its students suggest a special approach to internationalization (for example, do local immigrant populations encourage ties to other countries and regions)?**

The AIC Subcommittee recommends to the iLab Steering Committee that additional data on external environments should be collected from entities such as the Montana Business and Economic Development Office, Missoula Economic Development Council, Chamber of Commerce, Trade Center, and the Salish and Kootenai Confederated Tribes, among other entities. Perhaps an additional subcommittee could take the lead on this.

4. **What opportunities exist in the state and local environments to enhance the institution’s internationalization efforts? To what extent has the institution taken advantage of those opportunities?**

The AIC Subcommittee recommends to the iLab Steering Committee that additional data on external environments and economic development should be collected from entities such as the Montana Business and Economic Development Office, Missoula Economic Development Council, Chamber of Commerce, Trade Center, and the Salish and Kootenai Confederated Tribes, among other entities. Perhaps an additional subcommittee could take the lead on this.

5. **Does the institution have a strategic plan? Where does internationalization fit into the plan? If internationalization is not part of the strategic plan, where else is it outlined?**
Yes, UM has a strategic plan. The title of the strategic plan - UM 2020, Building a University for the Global Century - highlights UM's focus on global issues. Aspects of internationalization such as preparing students to become global leaders and ensuring cultural diversity and engagement are referenced in the strategic plan. As stated in question 1, global/international learning is articulated in the University of Montana’s (UM) Mission, Vision, Core Values, Strategic Plan, and recruiting materials.

Internationalization is also articulated in the mission statement and strategic goals of the Office of International Programs (OIP) (2015):

- The mission of OIP is to promote and provide international life-changing experiences and related educational opportunities, serving as a resource that contributes to the culture of a globally-minded community.

- The strategic goals of OIP are to: enhance the quality of international activities and experiences provided by the university; develop sustainable interdisciplinary campus and community collaborations which promote mutual understanding and intellectual diversity; and promote the integration of global competence into the UM curriculum and academic experience.

Perhaps UM’s most meaningful articulation of institutional commitment to internationalization is within the curriculum. As stated on the OIP website (2015), UM offers a diverse array of international degree and non-degree programming, including but not limited to: the study of foreign languages - [UM currently offers instruction in ten languages] - area studies, professional, thematic programs with an international emphasis, and non-degree bearing programs that enrich an academic program globally. As the 21st century is truly a global one, these programs are an excellent focus and compliment to any student's academic career. Examples of these programs are listed below:

**Undergraduate Major Programs:**
- International Business
- International Field Geosciences

**Area Studies:**
- Central and Southwest Asian Studies
- Liberal Studies with Asian Studies Option
- East Asian Studies

**Foreign Languages:**
- Arabic
- Chinese
- French
- German
- Greek
Hindi - to be offered beginning fall 2015 semester through Fulbright funding
Irish
Italian
Japanese
Russian
Spanish

**Undergraduate Minor Programs:**
Global Public Health
International Development Studies

**Area Studies:**
Central and Southwest Asian Studies
Irish Studies
Latin American Studies
Russian Studies
South and Southeast Asian Studies

**Graduate Programs:**
International Conservation and Development, MS
Global Youth Development, MA

**Non-Degree Programs:**
Italian
Irish

**International/Global Thematic Programs:**
International Conservation and Development
International Development Studies
Global Youth Development
International Field Geosciences
International Business
Global Public Health

Internationalization is also referenced in the General Education section of the UM Catalog (2015):

In accordance with the mission of the University of Montana- Missoula, these [general education] objectives are to develop competent and humane individuals who are informed, ethical, literate, and engaged citizens of local and global communities. Students should become acquainted with issues facing contemporary society, participate in the creative arts, develop an understanding of science and technology, cultivate an appreciation of the humanities, and examine the history of different American and global cultures.
6. Does the institution have an institutional internationalization strategy? If so, what are its main components?

No information on an institutional internationalization strategy was identified.

7. How does this strategy take into account the institution’s mission, history, and nature of the student body?

N/A

8. How does the institution assess its progress in achieving its goals?

Entities contacted: Academic Officers

- Summary of AO responses:
  - Institutional Assessment Report reports progress on a few campus-wide goals based on data collected from the Office for Academic Enrichment, the Global Leadership Initiative, and the Office for International Programs
  - Departmental newsletters are a good source of information for what has been done over the past year
  - OIP, FSSS newsletters

In general, the 2014 Institutional Assessment Report does not include sufficient information to display the progress of UM’s internationalization efforts, but related details of the report are below.

2014 Institutional Assessment Report:

Partnering for student success: study abroad experiences, faculty participation in international exchanges

Education for the global century: new faculty in political science, 85% retention rate for students in the GLI program, high rankings in Peace Corps volunteers

Dynamic learning environment: students received Critical Language Scholarships, Fulbright awards, intercultural interest sections in residence halls

9. What financial resources does the institution provide for internationalization? Examples include support for curriculum development; faculty international travel and research; students’ study- or work-abroad opportunities;
infrastructure (such as library holdings, technology, or language labs); and co-curricular programs.

Entities contacted: Academic Officers, Administration and Finance, FSSS, UM Foundation

• Summary of AO responses:

  o Student recruitment and support activities are funded through UM – OSS has 2 academic advisors who work with international students; last year responsibility for international recruitment (and budget) transferred from Admissions to OIP.
  o FSSS, HRS, and OIP support international activity on campus
  o Faculty exchanges funding
  o CHS has an endowed fund for student international experiences. Goal is to make it grow substantially, allowing faculty to develop more experiences for students.
  o GLI has donor funds to support student travel.
  o DHC has donor funds to support student travel.
  o Student travel funds; faculty professional enhancement program
  o Faculty and staff can learn languages on campus (UM employees can take classes inexpensively)
  o Library covers registration fee for library staff and faculty. Hosted the Montana Academic Symposium this year with a number of international speakers from China, Belgium, Canada, Mexico, who paid their own way to come here.
  o Since last July, search platform implemented amongst Montana libraries – when travelling abroad they can search for library materials from abroad. Library provides technology infrastructure to support learning and research abroad.
  o UM has affiliate faculty in other countries who work on joint projects with UM faculty who have access to our library resources.
  o Connections to UM library resources is very important for our international partners (e.g. Ethiopia)
  o Language labs: LA building is going to be renovated with technology such that real time distance learning with international partners will be possible.

• Summary of Administration and Finance responses:

  o The instructional piece of the budget involves most international-related efforts and involves general funds (tuition and fees), state support, and fees assessed to enhance internationalization efforts. State funds go to core instruction.
  o Faculty-led abroad programs are very costly and, in a sense, are subsidized by other programs of the institution.

• Summary of FSSS responses:

  We do a lot of programming and collaboration in addition to immigration tasks – these are core to our mission.
International student fee proposal – integration of students on the campus could benefit from this.

Cuts in fee waivers – there are 12 partial fee waivers for degree-seeking international students, these have been instrumental to international student retention. First reaction of the President was to do away with all the waivers. A letter from the International Coordinating Committee was written to the President opposing this idea and some waivers will be retained, but not sure which ones yet. This combats the notion that “all international students have money.”

Study abroad opportunities – lack of funds for these. When faculty lines cease, we don’t have the people power to support robust study abroad.

Our office issues International Student Identification Cards (ISIC) and International Teacher Identification Cards (ITIC). These cards carry an insurance component, phone card capabilities, debit card ability, and discounts nationally and internationally. The ISIC main office also offers group travel air discounts for teachers that would want to take a group of students abroad. I have had a hard time getting this info out to faculty.

As the primary office handling immigration for the campus, we are certified to issue documents and verify students are complying with immigration standards that they must maintain. Because we are authorized by SEVIS, Dept. of Homeland Security, we need to maintain training and knowledge in regulations. Some of this training is obtained through attendance at NAFSA Conferences and Town Hall Presentations.

- Summary of UM Foundation responses:

Funding from external sources that has come through the Foundation for international activity over the last three years. All but one of the funds is endowed so there haven’t been many contributions over the past 3 years: FY 15 = $2,750; FY 14 = $13,120; FY 13 = $100. The 3 year average is $5,323. Over the past 5 years, the total of contributions to these scholarship funds is $124,436. Over the past 10 years it is $171,821

10. Does the institution have a fund-raising strategy for internationalization? How is it aligned with the overall institutional fund-raising strategy?

Entities contacted: UM Foundation

- Summary of UM Foundation responses:

UM Foundation does try to fundraise for GLI – mixed results. Time will tell.

Short term international experiences seem to UMF CEO to be lacking in what a semester abroad, alone, can be. Harder to get donors enthused about 2 wk vacation to Italy with the same kids and teacher from UM vs. immersion in Italian university/society.
11. What is the balance between internal and external funding sources for internationalization? Has this funding increased, decreased, or remained the same during the last five years? 10 years?

Entities contacted: Academic Officers, Administration and Finance, Provost's Office

- Summary of AO responses:
  - Difficult to answer that question without quantifying question 9.
  - No question that external funding has increased. New scholarship opportunities and money coming in from external sources.
  - Internal is mixed bag. Some areas have decreased but there are some new initiatives. Five years ago the GPH program began. Before that there was no money put into it and now we spend money on that program. Other programs are down, so I don't know where we come out internally.
  - CHPBS has put a fair amount of designated funds into internationalization – organic, faculty who want to lead student groups abroad. Have put about $15-20K per year to student, faculty development support. Would be hesitant to start specific fund for international travel, it would be gone fast. Internationalization can be promoted without doing this – structure and assessment for internationalization need to be developed. If we have the money, and we sometimes do, then we fund student travel abroad because they are great experiences. E.g. physical therapy students going to Southeast Asia to learn eastern techniques.
  - Do faculty apply for external federal support to develop international programs/curriculum? Last year Library got $50K National Leadership Grant for electronic research to document Irish-American experience in Rocky Mountain Region.
  - Library continues to shift from print to electronic resources – greater access. W. Walker and ScholarWorks (UM’s open access repository) promotes and makes accessible UM faculty and student publications to people everywhere. Internationalization through digitalization?
  - 5-year grant for exchange between Law faculty and Kyrgyzstan – Law has applied for more and hasn’t gotten them. You have to have someone who has the time to find and apply for the grants. There is no money for that right now.
  - Continuing flow of money for programs from outside – CFC programs in ZA, Brazil and Bhutan have been continually supported by the USFS. MacArthur grants. CoEHS is doing far more international activity too – how to quantify faculty and staff time invested in this?
  - Identifying most meaningful partnerships and focusing on those
  - Cross-college partnerships? Ed and CHS, International Development program brings together people from multiple colleges; Climate Change studies, Global Public Health as well.
  - Should we be able to quantify these things?
    - Yes, but you’ll have to make a lot of estimates. There’s nothing wrong with guessing, but make informed guesses. Count easy metrics and then estimate the rest.
We could do a better job of quantifying sabbaticals and faculty professional enhancement program activity abroad.

Chairs know the answer to that – (CHPBS)

Without being centralized, it’s a scavenger hunt. We need systematic gathering of this information. Is there a way to automatically send this information to OIP?

How to measure increases or decreases if we don’t do this?

It’s definitely grown. Numbers easy to get (SOBA)

Responsibility for internationalization is among all of us. Precursor was “travel”.

Many examples of increase. Curriculum and scholarship have grown

Anecdotal: Irish-American studies project in the library. Our partner at U Cork, Ireland, contribute archival materials, at no cost. Irish Scholar – the time contributed beyond travel is not taken into acct.

Direct investment/indirect investment.

More international faculty are hired. This is a great contribution to UM over time.

Law school China program is entirely student funded (out of student tuition). No question that there is an increase in students who want to do that. Cork students have visited UMSL – UMSL looking for ways to increase students sent to Cork.

Baucus institute under development will contribute to internationalization.

Instead of trying to go back, just enumerate what’s been initiated in the last 5 years that is international. Track things forward rather than backwards.

We need to take into account what we subtract as well as additions.

Perry mentioned growth of programs in Chile

- Summary of A&F responses:

There is a heavy margin on external funding vs. state funding. Resources have changed drastically over the past 20 years - we’re much more welcoming (e.g. the International House; UM pays the bill for the House). Evolution takes time, but we’re moving in the right direction as resources and services have improved.

International student tuition waivers have a place - mostly need-based situations - but waivers are essentially a supply and demand driven issue. They are used as recruiting tools. We should consider a tuition rate for international students and use waivers to return to normal non-resident rates.

- Summary of Provost’s Office responses:

  - We don’t account for money in terms of internationalization. For international activities, we haven’t seen substantial increases.
  - Over 5 years or so, there have been some increases, such as various positions. [The lack of more positions and position expansions is] largely a result of the general budget situation.
  - GLI funding is entirely external funding. Other external funding examples: southern Africa, Brazil, Bhutan, etc.
  - External funding for international-related efforts has definitely increased.
As a proportion of the whole, internal funding has decreased.

- Sabbaticals – full year paid at 75%, half-year paid at 50%, plus backfill costs. Pairing sabbaticals with external funding sources is common (Fulbright, etc.).
- It’s difficult to get through administrative functions pertaining to international efforts (registry for travel, purchasing, travel agreements, Visas, etc.). These are often dictated by federal and/or state policy. Get foreign nationals to work here can also be challenging. Delays in hiring often occur resulting in frustration.
- One of the reasons we chose to discuss Education for the Global Century [in the UM Strategic Plan] was to purposefully be more holistic than “international” alone because “international” is only a part of broader global concepts (disease, economy, etc.).
- Courses offered, both through UM and MOLLI, are other articulated commitments of sorts.
- If we had greater state support to fund efforts internally, we could do a lot more.

12. How well do institutional resources align with institutional goals? What are the most important targets for future investment?

Entities contacted: Academic Officers, Administration and Finance

- Summary of AO responses:
  - Without quantifying resources it is difficult to answer these questions.
  - Important targets: Languages, International and Global Studies major, study abroad, admin support to manage programs, revisit the cultural approach within Gen Ed., hiring international faculty.

- Summary of A&F responses:

Institutional resources align very well with institutional values, not necessarily goals. Our goals are additive. That is, our top priority seems to be to maintain status quo of programs, but if we receive additional funding, we can invest in new efforts. Perhaps a more meaningful question is do our goals reflect our values. Institutional values haven't caught up with the Strategic Plan and its underlying goals.

13. What policies or practices (related to this subcommittee) hinder internationalization efforts at this institution?

Entities contacted: Academic Officers, Administration and Finance

- Summary of AO responses:
Policies and process to hire an international faculty member. Communication and collaboration among different departments and units (Perry). Physical geography of faculty causes fractions (Chris); it is a problem of all university campuses in the US.

- Summary of A&F responses:

The resource base in general hinders internationalization efforts. The culture is somewhat of a hindrance. Some people really value internationalization and multicultural competence. Some folks just aren't interested and see it as a resource drain (e.g. Montana Legislature).
References


