

GLOBAL EDUCATION INITIATIVE

STRATEGIC PLAN 2018 – 2023

DEVELOPED BY:
Nancy Kendall and Kate McCleary



School of Education
UNIVERSITY OF WISCONSIN-MADISON

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Global Education: Setting Our Course

Overview

Global connectedness is a cornerstone of the University of Wisconsin-Madison's School of Education. Connections to students, scholars, colleagues, and organizations around the globe drive the ways we conceptualize and seek solutions to problems that we face locally, nationally, and globally. These connections inspire the creative visions and bodies of work produced by the artists, educators, researchers, and scholars within our School. And these connections allow us to work across cultural, linguistic, theoretical, methodological, aesthetic, and spatial variance to develop new ways of thinking that embrace diverse worldviews and ways of living.

The ways we understand and act in the world are shaped by global processes, and can shape them in turn. People, objects, ideas, policies, and practices move within and across boundaries, disrupting, reinforcing, and transforming artistic, educational, and health policy and practice everywhere. As faculty, staff, students, researchers, artists, practitioners and scholars, we cannot understand our own practices and their consequences without understanding this diversity and its impacts on educational, artistic, and health systems, theories, and practices.

Dean Diana Hess identified global education as a strategic area of interest for the School of Education (SoE) in 2016. This strategic plan maps a five-year response to strengthen the School's global engagement.

Defining Global Education

Global education in the SoE refers to arts, education, and health initiatives that deliberately work across and beyond political (including sovereign), cultural, and economic boundaries (Stromquist & Monkman, 2014). This work involves engagement and collaboration with groups, communities, networks, and institutions around the globe; work with immigrants and refugees whose lives have been shaped by experiences outside the United States; international students and visiting scholars who come to the United States in pursuit of academic and creative exploration; and work with First Nations, indigenous, and Aboriginal people around the globe.

Throughout this document, there is reference to diverse global communities and an imperative to engage and collaborate with communities across spatial, socio-cultural, historical, political-economic, and ecological boundaries. At the forefront, it is important to recognize that indigenous and aboriginal peoples, and First Nations are included in these descriptions. This report recognizes the importance of work with First Nations in Wisconsin and the United States, and with indigenous and aboriginal peoples around the globe. The recognition of indigenous sovereignty of the world's approximately 440 million indigenous peoples, who are part of over 5,000 different indigenous groups and speak approximately 7,000 languages, is critical to engaging in global work (UNESCO, 2017; United Nations, 2009).

The framing of global education in this strategic plan recognizes and builds on research and theories of the internationalization of U.S. higher education over the past 30 years (Altbach, 2007; American Council on Education, n.d.; Deardorff, de Wit, Heyel, & Adams, 2012; Forest & Altbach, 2007; Hudzik & McCarthy, 2012; and Knight, 1994, 2015). Internationalization is often characterized as higher education's response to globalization (Stromquist, 2007; Knight 2008; de Wit, 2011). Globalization is

commonly defined in the work on the internationalization of higher education as the connectivity of people, and linked interdependence, through an integrated world economy, knowledge-based networks, and media and technology. Internationalization, in turn, is the response of institutions of higher education to globalization (Altbach, Reisberg, & Rumbley, 2009; Mitchell & Nielsen, 2012).

Aims of the Strategic Plan

This Global Education Strategic Plan acknowledges the ways that globalization and internationalization have shaped higher education functions; while at the same time advocates for an approach to globalization that cultivates research, programmatic and artistic solidarities to promote change for social and global good. This plan seeks to:

- Consider how the SoE community is shaped by and situated within socio-cultural and political economic systems that are deeply influenced by the contexts and relationships in which we live, learn, and work — and show that there is great value in recognizing and learning from the diversity of these experiences.
- Utilize comparative perspectives in research, scholarship, creative endeavors, teaching, and service activities to disrupt common assumptions held in the U.S. about power, knowledge, and authority.
- Ensure the inclusion of a diversity of perspectives and experiences when conceptualizing and addressing global education issues, in order to recognize and decenter the (neo)-colonial processes that systematically position certain logic and value systems, and groups of people, as more valuable than others.
- Practice humility and purposeful connections and collaborations with partners when seeking to identify and address global education issues.
- Recognize that “global” and “local” efforts are interconnected in complex ways that have ripple effects across levels.
- Generate and integrate courses, teaching practices, and service opportunities that prioritize transnational and indigenous perspectives; and explicitly name and analyze historical and contemporary systems of global power and privilege, such as (settler-) colonialism and imperialism.

School of Education Global Education Plan

Vision

The School of Education commits itself to the cultivation of students, faculty, and staff who work through robust partnerships to enrich lives and improve global well-being. The Global Education initiative aims to ensure an environment that supports people thinking, working, innovating, and partnering everywhere in the world. We envision a School where faculty, staff, and students can imagine, develop, and pursue globally focused initiatives freely, across disciplinary, institutional, and geographical lines. Our research, teaching, and service will be globally recognized and globally transformative.

Mission

The Global Education initiative shares and contributes to the mission of the School of Education: to advance education for all learners, at all levels, in diverse settings. We will accomplish this within the university and local, state, national and global communities through innovation in research, teaching, and engagement; increasing diversity; and strategic partnerships. Through the reach of our research, programs and community, our achievements will be magnified from Wisconsin to the world — the Wisconsin Idea in action.

Guiding Principles

- **Global Lens:** The School of Education’s research, scholarship, creative endeavors, teaching, and service will have a global scope and impact.
- **Upholding Core Values:** The School of Education’s global initiatives will reflect and reinforce the core values of reciprocity and solidarity among all participants.
- **Global Reach:** Faculty, academic staff, and students will be able to carry out their work outside the United States with targeted support from professionals who are knowledgeable about what is involved in carrying out international research, scholarship, and creative endeavors.
- **Global-Local Partnerships:** People within the SoE will sustain rich relationships with school districts, clinics, groups, institutes, galleries, performance venues and community partners around the world.
- **Innovation Beyond Borders:** Geographic boundaries will not prohibit innovative research, scholarship, creative endeavors, programming, and teaching with colleagues inside and outside the United States. Technologies will be leveraged to remove barriers and encourage diverse forms of collaboration and engagement.
- **Global Diversity:** The best students from around the world will be supported to study in the SoE; and all students will have the opportunity to learn from scholars, researchers, and artists from around the globe.
- **Inclusive Community:** People who come from other countries to visit, study, collaborate or work at the SoE will be fully involved in shaping and participating in School programming and university life.
- **Transformation through Expanded Worldviews:** Students will have the opportunity to learn about their fields of study in ways that challenge and make them consider alternative viewpoints and theories, specifically through study abroad and globally focused coursework.

Situating the Initiative in the School of Education

To achieve this vision, this report recommends six global strategic priorities that will broaden and centralize global education in the research, creative endeavors, curricular, and programmatic life of the School of Education. These areas will support global innovation in research, creative endeavors and teaching; stronger collaborations with local, national, and international partners; greater global awareness for all SoE members; and a School culture that reflects the core values of a globally diverse and inclusive community. The six strategic priorities were identified through extensive interviews, program reviews, and group discussions with members of the SoE and UW-Madison community (see Appendix A for a full list of interviewees and listening sessions).

Following this process, we utilized our review of peer institutions' best practices in global education policies and programming, and a review of the literature on internationalization in higher education (see reference list) and internationalization models developed by professional organizations,¹ to organize these priorities into a global education strategic framework that addresses the SoE's specific needs and vision. The strategic plan is organized around six global priorities, each of which plays a unique role in furthering the School of Education's development of a holistic global education plan. Figure 1 provides an overview of the six priorities.

Figure 1: SoE Global Education Strategic Priorities



¹ For example, the American Council on Education's six components include an articulated institutional commitment to internationalize, administrative leadership for internationalization; curriculum, co-curriculum, and learning outcomes; faculty policies and practices; student mobility; and collaboration and partnerships (ACE, n.d.).

Research, Scholarship and Creative Endeavors: This priority ensures that faculty, students, and staff in the School receive specialized support to be able to conduct global work and respond to the nuanced requirements of such work. This priority works to assure that the SoE/Wisconsin Center For Education Research's systems, infrastructure, and spaces to build partnerships and collaborations generate interest and opportunity for new global research, scholarship, and creative endeavors; that faculty, students, and staff with established global interests are supported in moving their work to the next level of complexity, collaboration, and development; and that news of the global work that we conduct is communicated broadly, reinforcing the School of Education's international outlook.

Coursework and Programs: This priority is twofold. First, it focuses on generating globally focused coursework and programmatic experiences for students in the SoE. Not every student will pursue education abroad and study away opportunities. Ensuring that globally-focused curricular and service-learning opportunities exist in each degree-granting program will expand students' understanding of their discipline from a global perspective. Second, this priority encourages a clear mapping of and, where appropriate the purchasing of, SoE technology resources to host webinars, e-conferences, online courses, and co-taught courses with faculty at partner institutions. This will increase students' direct access to the best artists and scholars around the world, and encourage SoE faculty to generate new teaching and learning partnerships that nourish their own fields of study.

Education Abroad and Study Away: This priority focuses on expanding SoE undergraduate and graduate students' access to experiences that broaden their understanding of the diversity of ways of being in the world. Education abroad and study away encompasses experiences outside of a student's home country, as well as experiences within their home country that broadens their understanding of the world in new ways. Education abroad and study away experiences can include "work, volunteering, non-credit internships ... as long as these programs are driven to a significant degree by learning goals" (The Forum on Education Abroad, 2011, 11). Education abroad and study away priorities include identifying opportunities that meet departmental standards and students' curricular needs, which do not increase time to degree, and creating faculty-led programs to meet student needs where necessary.

Institutional Partnerships: This priority seeks to maintain and grow existing SoE-wide partnerships and create new partnerships with universities and organizations that span the globe and ensure substantive collaborations with generative outcomes. Institutions have moved beyond the number of partners as a designator of success to nurturing key partnerships through which collaborators develop common goals and identify what is of mutual interest to develop and/or produce (Sutton, 2010).

International Outlook: This priority identifies intentional ways the SoE can nurture global collaborations and long-term partnerships that foster creative expression and innovative responses to globalized issues. This priority includes recruitment of top faculty and graduate students from around the world and new resources to foster global institutional partnerships and generative relationships between SoE scholars and scholars in their fields around the world.

International Student and Scholar Wellbeing: International student and scholar wellbeing² is a top priority in the work of international organizations like NAFSA: Association of International Educators. It is also essential for living the SoE values of diversity, inclusion, equity, and excellence. This priority ensures

² Wellbeing is a multifaceted concept that includes health, social inclusion, academic outcomes, and economic stability.

that international students and visiting scholars have the support and resources necessary to thrive in the School, and that the entire SoE community learns and benefits from the global diversity of our community.

Signature Programs

In order to develop the six strategic priorities and create an international outlook that reflects the Wisconsin Idea in the world, we propose that the School initiate three signature programs to support global education, research, creative endeavors, teaching, and service.

- A. Global Interdisciplinary Innovation Lab (GILL)
- B. Global Student Fellowships and Scholarship
- C. Cultivating SoE Inclusivity

Global Interdisciplinary Innovation Lab (GILL)

GILL will provide the infrastructure and intellectual community necessary to rapidly transform the School's international research profile. GILL will support faculty, staff, and students in developing, conducting, and evaluating global research, creative, and programmatic efforts rooted in just, collaborative, and reciprocal partnerships with communities, institutions, and sovereign nations and states around the world. GILL will include three core areas of programming, which will be rolled out over the first three years of the lab:

- a) Methodological and administrative training and support for faculty, staff, and graduate students interested in global education research. This will include seed funding for new faculty and staff research endeavors.
- b) An interdisciplinary community of practice that supports innovative global research and program design, implementation, monitoring and evaluation, and research-to-practice approaches.
- c) Support to create globally innovative programming that builds off of the School of Education's expertise in research, monitoring, and evaluation, and educational policy and practice. This programming will include grant-sponsored, award-based, and fee-for-service funding mechanisms. This work will be done in partnership with other units in the Wisconsin Center for Education Research (e.g., LEAD Center), the School of Education (e.g., EOP and Teacher Education Center), across UW-Madison (e.g., Division of International Studies), and around the world (e.g., national and international universities, governments).

GILL's core programming will directly address priorities 4, 5, and 6; and indirectly impact priorities 1 and 3.

Global Student Fellowships and Scholarship

International students and graduate students whose research or residences require international travel face constrained funding opportunities. Drawing from peer institutions' best practices and the SoE's position as one of the top public universities in the world, we propose the creation of two linked fellowships that, together, put us at the forefront of public university support for international graduate student funding and support of graduate student international research and creative endeavors for the public good. Additionally, funding remains a key barrier to SoE undergraduate study abroad and education away participation. A scholarship program under this priority seeks to eradicate financial

barriers for undergraduate participation in study abroad and study away in support of the Wisconsin Idea in the world.

The *International Student Fellowships* would provide four years of full support for top international student recruits from around the world who plan careers dedicated to the public good in their home countries or in transnational or indigenous organizations. It would also provide a seminar and cohort support for these students to help them network, think in an interdisciplinary way, and develop professional skills. The goal, by 2025, would be to provide a minimum of 10 fellowships per year dedicated to diverse international student recruitment.

The *Global Graduate Research Fellowship* would support students whose research occurs outside of the U.S. and is dedicated to better understanding and improving public institutions and services to support global educational justice. Fellowships would be competitive, and funded at the \$20,000 level, with the expectation that this funding would allow for extended residency abroad. The goal, by 2025, would be to provide a minimum of seven fellowships per year.

A third award, the *Wisconsin Ideas Scholarship*, would support SoE undergraduate and graduate students from Wisconsin and from key access programs (McNair, PEOPLE, TRIO, etc.) in participating in an education abroad and study away experience. The *Wisconsin Ideas Scholarship* would assure that no awardee's opportunity costs to participate in an education abroad and study away experience are higher than their opportunity costs to attend UW-Madison for a semester. The goal, by 2025, would be to provide scholarships to at least 75 percent of all eligible students.

Most peer institutions have a mechanism for funding international graduate students, and many have a mechanism for funding graduate student international research. Foundations have been key funders of these initiatives in the past (e.g., Master Card at Michigan State, Tata at Stanford), as have individual private donors (including those who provide resources for recruitment of students from other countries). We expect that concerted fundraising in support of international graduate students, international research and creative endeavors, and education abroad and study away will be able to generate the funds necessary for this program over a seven-year timeline.

The Global Student Fellowships and Scholarship will support priorities 2, 4, 5, and 6.

Cultivating School of Education Inclusivity

The SoE's mission calls for a globally diverse and inclusive community that supports innovation, transformation, humility, and reciprocity as shared values. The School continues to actively build towards these ideals, including the creation of the position of Associate Dean for Diversity, the work of the Equity and Diversity Committee, and the initiatives undertaken by the Dean's office and WCER, such as international student and visiting scholar welcome events and professional development workshops, and the Carl A. Grant Visiting Scholars series.

As a core component of the Global Education Initiative, we propose that Global Education staff be appointed to work closely with the Associate Dean for Diversity, individual departments, and SoE units (e.g., The Network, WCER) to cultivate the diverse, inclusive community for which we all strive. Staff would work to develop new initiatives that directly serve international community members and that work actively to promote richer, more meaningful, and more generative relationships among all SoE community members. There is a great deal of evidence about how universities can support more

inclusive communities for both international and underrepresented students, scholars, faculty, and staff. However, these bodies of knowledge and the mission and values they embody too often remain atomized in university settings. The Global Education Initiative staff would work hand-in-hand with colleagues across the SoE and UW-Madison, including in the Diversity Office, the Morgridge Center for Public Service, and the International Division to build a community that values and embodies a just, engaged, and transformative model of practice; and to support faculty, students, and staff in assuring that teaching, creative endeavors, research, and partnership activities reflect these values.

This signature program will support priorities 1 and 5 directly, and priorities 2 and 3 indirectly.

Mapping the Six Strategic Priorities

Below, we map the goals and actions for each of the six strategic priority areas. A timeline of activities is included in Appendix B and the evaluation framework for goals and activities will be developed and implemented during the 2018-19 academic year.

Research, Scholarship and Creative Endeavors

<p>Goals</p>	<ul style="list-style-type: none"> a. By 2020, launch Global Education Interdisciplinary Innovation Lab. b. By 2020, ensure that SoE and WCER policies regarding the administration of grants and funding from outside the U.S. are not prohibitive to conducting globally focused research/work. c. By 2023, ensure that graduate students have access to resources and support for global research, creative endeavors, dissemination, and professional activities. d. By 2023, establish at least one SoE-wide global research partnership open to all interested faculty and students. e. By 2024, ensure that faculty members with an interest in globally focused research/work have the resources and support to pursue meaningful collaboration/research program/experience in another nation and/or with collaborators from around the world. f. By 2025, institute an annual program that supports at least seven SoE graduate students’ international dissertation or MFA research and scholarship at \$20,000 apiece.
<p>Actions</p>	<ul style="list-style-type: none"> a. Establish a global research, scholarship, and creative endeavor grant to fund a minimum of three faculty and staff members per year to carry out globally focused work (start the fund at \$15,000/year, or \$5,000 per grant). b. Establish an international training program that supports interested faculty, staff, and graduate students in conducting international research, scholarship, or creative endeavors. c. Identify a resource person to support faculty and staff interested in conducting globally-focused research or residences. d. Train supporting units in administrating grants from outside the U.S. e. Ensure support for faculty and staff members’ research/collaborations and documented long-term connections with colleagues and/or projects in other nations and countries (Civic Action Committee; Division of International Studies; Title VI National Resource Centers). f. Establish a graduate student-led, SoE-supported network for global work. g. Support greater collaborations and cross/interdisciplinary work that support global education work (Grand Challenges, 4-W, Nelson, GHI, Title VI National Resource Centers).

	<ul style="list-style-type: none"><li data-bbox="553 191 1414 331">h. Strengthen logistical support so that faculty members and staff who wish to conduct research, scholarship, or creative endeavors outside of the U.S. have as much support for the grant cycle as those working in the U.S.<li data-bbox="553 338 1390 407">i. Encourage and allow academic staff to apply for funds for globally focused research/work that aligns with their work and expertise.
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Coursework and Programs

Goals

- a. By 2020, develop the infrastructure for global classrooms (courses taught by SoE faculty and a faculty member at a partner institution).
- b. By 2021, assure that at least one new globally focused program is created that expands our international outlook (e.g. reaches new audiences, including international audiences).
- c. By 2024, assure that all undergraduate and graduate students in the SoE have access to at least one course for which they can receive credit in their major that is globally infused or focused, and access to at least two professional development (PD) activities related to global education each year.

Actions

- a. Support the development of new courses with a global education focus.
- b. Support the development of new, globally focused programs.
- c. Support infusion of global foci into existing courses and programs.
- d. Support growth in globally focused, community engaged coursework (e.g. through partnerships with the Morgridge Center).
- e. Provide robust technical support for cross-national teaching and learning partnerships.
- f. Support divisions (art, education, and health) in creating and offering at least two undergraduate and two graduate global education PD activities each year.

Education Abroad and Study Away

Goals

Graduate Students:

- a. By 2019, ensure that all graduate students who are conducting research, creative endeavors or writing abroad are appropriately registered through the International Academic Programs (IAP) Office.
- b. By 2025, ensure that all graduate students have access to apply for new sources of funding to support global research and creative endeavors.

Undergraduate Student Goals:

- a. By 2021, for each department with undergraduate students, create a Major Advising Page (MAP) in partnership with IAP. Each department with a MAP will have identified at least five universities/programs that they recommend to their students and assure time to degree is not affected.
- b. By 2025, at least 10 percent of SoE undergraduate majors participate in an experience outside the United States prior to graduation.
- c. By 2025, establish a scholarship fund for undergraduate study abroad.

Actions

- a. Establish an SoE education abroad and study away scholarship fund for undergraduate and graduate students.
- b. Create and implement new policies for faculty and staff traveling with SoE students.
- c. Centralize and disseminate SoE information about education abroad and study away opportunities for undergraduate and graduate students and faculty.
- d. Sponsor sessions (e.g. information sessions, scholarship workshops) offered by IAP for SoE undergraduates.

Graduate Students:

- a. Allocate funding for globally focused experiences, creative endeavors and/or research (IAP, internships, pilot research, exhibitions, performances, conferences).
 - b. Ensure that all graduate students have access to advice on doing globally focused work (research, consulting, IRB, teaching internationally, international careers, etc.) through centralized professional development and provision of information.
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- c. Strengthen connections with organizations and alumni that can offer international experiences.

Undergraduate Students:

- a. Ensure that each department with undergraduate students has completed a mapping of their coursework so that undergraduate students can identify study abroad programs where credits will transfer for the major and course equivalences are already identified.
 - b. Ensure that each department with undergraduate students identifies at least five study abroad opportunities for their undergraduates (including summer, semester, year-long programs).
 - c. Ensure that each department meets with the International Academic Programs Office to learn about and consider graduate study abroad and internship opportunities for academic credit.
 - d. Create an advising plan for study abroad in collaboration with Education Academic Services, with a particular focus on underrepresented students' experiences.
 - e. Provide a rubric for best practices and provide support for faculty seeking to develop short-term study abroad programs. Support departments interested in starting short-term, university-sponsored study abroad programs with two or more faculty members (i.e. provide support for short-term study abroad programs that will be sustainable over time).
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Institutional Partners

Goals

- a. By 2020, all existing SoE partnerships have been approved through the UW-Madison International Division, and an internal approval system has been formalized that assures all future partnerships are approved through the International Division.
- b. By 2024, the SoE supports three to five highly active, generative partnerships with universities around the world that uphold the School's public research, teaching, and service mission.
- c. By 2024, the SoE has developed at least one robust, multi-departmental partnership with an INEI partner school.

Actions

- a. Offer professional development for students, faculty, and staff in setting up global partnerships that are mutually beneficial and ethical.
- b. Integrate policies between the International Division and the School of Education.
- c. Establish and disseminate SoE policies and procedures for setting up MOUs for departments and units within the School.
- d. Engage in strategic planning with SoE stakeholders to create, maintain, grow and terminate memoranda of understanding (MOU) within units/departments/etc. Encourage planning with diverse institutional partners, from all parts of the world.
- e. Establish School-wide coordination of MOU processes to expand School-level MOUs as appropriate, and identify SoE-wide MOUs.
- f. Bi-annually review all SoE MOUs in coordination with departments; management of compliance processes with UW-Madison and SoE regulations.
- g. Organize campus visits for SoE partner institutions.
- h. Organize visits to partner institutions for faculty/departments/units.
- i. Offer technology support for maintaining partnerships.
- j. Provide communications support for sharing events/accomplishments from the partnerships.
- k. Maintain INEI partnership.
- l. Identify the role of faculty governance in the oversight of all university partnerships.

International Outlook

Goals

- a. In partnership with appropriate units, by 2020 ensure SoE departments are knowledgeable about ways to reach international applicants for their programs.
- b. By 2020, assure that the SoE is connected to, communicating with, and learning from key professional organizations involved in international education policymaking, programming, and practice (e.g., NAFSA, Forum on Study Abroad, American Council on Education, AIEA, CIES)
- c. By 2021, assure all faculty, staff, and students engaged in global education have an opportunity to share their research, scholarship, and creative endeavors with a broad audience through the global education website and communication activities.
- d. By 2021, support each department in identifying a cost-effective and sustainable approach to expanding their international outlook.
- e. By 2022, have a fund to sponsor a minimum of one international graduate student in the arts, education, and health for their first two years of study.
- f. By 2022, have a centralized database of SoE international alumni and visiting scholars, with an identified staff member to work with faculty, students, and staff seeking to connect with alumni and visiting scholars.
- g. By 2024, raise UW-Madison's "international outlook" score on The Times Higher Education University World ranking from 42.4 to a minimum of 60.
- h. By 2024, provide an opportunity for each incoming faculty member to engage in a global experience designed to expand their international network.
- i. By 2024, expand the number and percentage of international faculty, staff, and graduate students recruited to the School of Education.
- j. By 2025, have international student fellowships that recruit and support 10 students per year, for four years of study.

Actions

- a. Provide SoE with information and guidance about policies and regulations affecting global education, including global ratings.
- b. Create a system and incentives to recruit international faculty, staff, and graduate students.
- c. Ensure the diversification of international faculty, staff, and graduate students by country, class, geography, religion, language, and ethnicity, which complements the current work being done around diversity in the SoE.
- d. Identify systems for collecting international student and scholar mobility data in collaboration with appropriate units.

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- e. Increase visibility of global research, scholarship, and creative endeavors from SoE faculty members, programs, students and alumni (communications, marketing).
 - f. Offer financial support to have people and their work move in international circles, and to invite international actors to come here to build new relationships and foster established ones (i.e. performances/exhibits, conferences, and teaching exchanges).
 - g. Ensure that the SoE's MOUs support the goal of an international outlook.
 - h. Convene discussion about the role of global activities in SoE tenure processes.
 - i. Ensure that global education practices adhere to best practices within the field of international education by supporting departments, units, and individuals in planning and implementing global education programming, and disseminating information about these actions globally.
 - j. Serve as a hub for global education innovation.
 - k. Create and activate an alumni network (including former visiting scholars).
 - l. Provide easily accessible contact information for individuals and institutions outside the U.S. with whom SoE/WCER have connections.
 - m. Provide direct support for faculty to collaborate and co-author with international colleagues.
 - n. Partner with each department in planning and implementing a plan to expand their international outlook.
 - o. Identify key professional organizations and conferences in which the SoE should be actively involved in order to improve the School's global education profile; and support staff and faculty involvement in these activities.
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International Student and Scholar Wellbeing

Goals

- a. By 2019, host orientations for international graduate students and visiting scholars at the start of the fall semester, and for visiting scholars at the start of the spring semester.
 - b. By 2019, work intentionally with student organizations to connect graduate students and scholars from across departments to UW-Madison resources that support their social, academic, and economic wellbeing.
 - c. By 2020, sponsor a yearly scholar colloquium open to the community that provides a space for scholars to share their work.
 - d. By 2020, collect systematic data on an annual basis on international student and scholar wellbeing.
 - e. By 2021, establish a partnership with the SoE Diversity Office that provides regular programming in support of a globally diverse and inclusive SoE community.
 - f. By 2023, assure international graduate students' measures of social inclusion and economic wellbeing do not differ significantly from their domestic colleagues.
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Actions

- a. Provide SoE with information and guidance about policies and regulations affecting global education, including global ratings.
- b. Create a system and incentives to recruit international faculty, staff, and graduate students.
- c. Ensure the diversification of international faculty, staff, and graduate students by country, class, geography, religion, language, and ethnicity, which complements the current work being done around diversity in the SoE.
- d. Identify systems for collecting international student and scholar mobility data in collaboration with appropriate units.
- e. Increase visibility of global research, scholarship, and creative endeavors from SoE faculty members, programs, students and alumni (communications, marketing).
- f. Offer financial support to have people and their work move in international circles, and to invite international actors to come here to build new relationships and foster established ones (i.e. performances/exhibits, conferences, and teaching exchanges).
- g. Ensure that the SoE's MOUs support the goal of an international outlook.
- h. Convene discussion about the role of global activities in SoE tenure processes.
- i. Ensure that global education practices adhere to best practices within the field of international education by supporting departments, units, and individuals in planning and implementing global education programming, and disseminating information about these actions globally.
- j. Serve as a hub for global education innovation.
- k. Create and activate an alumni network (including former visiting scholars).
- l. Provide easily accessible contact information for individuals and institutions outside the U.S. with whom SoE/WCER have connections.
- m. Provide direct support for faculty to collaborate and co-author with international colleagues.
- n. Partner with each department in planning and implementing a plan to expand their international outlook.
- o. Identify key professional organizations and conferences in which the SoE should be actively involved in order to improve the School's global education profile; and support staff and faculty involvement in these activities.

Actions

Graduate Students:

- a. Support units in increasing funding for international graduate students (regular funding – tuition; research, scholarship, and creative endeavor funding; extra work hours funding (since international graduate students cannot work off campus)).
- b. Host regular programming that builds community among international students and visiting scholars, and provides opportunities for community building with other students, faculty, and staff.
- c. Work with Diversity Office staff to build an inclusive community for all SoE members.
- d. Provide advising support for international students who wish to pursue careers in the U.S. and for graduate students who wish to pursue careers in their home country or a third country.
- e. Provide academic support in collaboration with units such as the Writing Center and MERIT.
- f. Sponsor trainings for faculty members on culturally responsive teaching and advising practices.

International Scholars:

- a. In partnership with The Network, sponsor a Wisconsin Education Tour for both international graduate students and scholars.
- g. Provide shared academic experiences for visiting scholars (e.g. guest lecturing, co-teaching, workshops, presentations, etc.).
- b. Provide centralized resources and opportunities for scholarly engagement while at the UW–Madison.
- c. Outline guidelines/best practices for departments hosting visiting scholars.
- d. Identify an SoE resource person who knows about visas and how to connect people to campus resources.
- e. Provide information about visiting scholars for the SoE community and encourage new partnerships.
- f. Identify and develop summer school options for visiting scholars (i.e. certificate programs and workshops/trainings).

Global Education Initiative Collaborations

Beyond departments, the Global Education Initiative will be most effective at achieving its goals and carrying out its core functions if it receives integrated support from, and works collaboratively with, units and offices across the School and UW-Madison. This will assure that our work is synergistic and not duplicative of efforts in other offices and units. Key partnerships and collaborations include:

SoE

- Career Center
- Diversity Office, SoE (Dean's Office, Equity and Diversity Committee)
- Education Academic Services
- Education Outreach and Partnerships
- External Relations Office/Communications
- MERIT/IT
- Morgridge Center for Public Service
- The Network
- School of Education Business Office
- WISCAPE
- Wisconsin Center for Education Research

UW-Madison

- American Indian Curricular Services
- Diversity Office, UW-Madison (Student Diversity Programs/Diversity & Inclusion Office)
- Interdisciplinary Global Units (e.g. Global Health Institute, Nelson, and 4W)
- International Division; in particular International Academic Programs (IAP), Institute for Regional and International Studies (IRIS) and its Area Studies Centers
- International Student Services
- UW Foundation

Governance

The Global Education Initiative will be housed in the Dean's Office in the School of Education. The Global Education Committee, constituted of representatives from each department in the SoE and from multiple units within the School and across campus whose work directly relates to global education, serves as the shared governance body for global education activities. It provides oversight of the plan's academic and educational components, and cross-departmental awards and funding decisions. Such shared governance is central to the mission and values of the SoE and UW-Madison.

Current Activities and Best Practices

Status of Global Education in the SoE

The School of Education has undertaken global education efforts for well over a decade now (see Appendix C, which includes the global education plans presented by Dr. Amy Stambach in 2012 and the mapping of SoE global education efforts by Dr. David Rosenthal in 2014). Limited structure, staffing, and funding have, however, been impediments to sustained and continued growth. Outside of the SoE's

participation in the International Network of Education Institutes (INEI), which is described below, and the Global Education Committee, the SoE's global education efforts remain quite decentralized and localized within departments and with individual actors.

Many faculty, staff, and students in the School of Education and the Wisconsin Center for Education Research (WCER) are deeply committed to thinking and working globally.³ They are carrying out diverse and innovative global education projects, programs, and activities, mostly at the individual or departmental levels. Below is a brief overview of current SoE-wide and departmental activities around the six strategic priorities. This information does not include details about small group or individual global education efforts.

Research, Scholarship and Creative Endeavors

Faculty, staff, and students are engaged in extensive global research, scholarship and creative endeavors with partners all around the world. Most of this work is conducted by individuals, with limited SoE or WCER engagement unless the project receives extensive external funding for the work. There are no department-wide or SoE-wide international research, scholarship, or creative initiatives, as exist at all six peer institutions, nor is there specialized institutional support (at the WCER/SoE or university level) for developing global grants or projects. Despite previous efforts to map global research, scholarship and creative endeavors in the SoE, individual projects are often not known across the School, resulting in lowered opportunities for people to build off of each other's contacts and experiences. There is also limited infrastructure to support the incorporation of global research and partnerships into teaching activities.

Logistical and financial support for faculty global research, scholarship and creative endeavors have historically been limited to seed funding from WCER and the Dean's Office (\$10,000 to \$20,000 per year). The SoE's 2017 Grand Challenges initiative resulted in numerous globally focused, multidisciplinary applications, indicating faculty and staff interest in this work.

The SoE has not traditionally offered funding to support graduate students' international research, scholarship and creative endeavors, though graduate students have been extremely successful at competing for the very limited research funds available through national competitions (Fulbright, Fulbright Hays DDRA, Spencer, Social Science Research Council IDRF, AAUW, etc.), and competing for the limited funding on campus to support students' international work (e.g. Scott Kloeck-Jenson, IRIS, 4W, etc.). Beginning in 2018, the Hartzman International Conference Travel Award provides grants for doctoral and master of fine arts candidates to present at international conferences; and a pilot seed grant funded by the Dean's Office supported international research and residency.

SoE staff have great interest in global research and scholarship activities but do not generally have structured support or resources to pursue these interests. WCER's WIDA Consortium, and other units, such as the Center for Education and Work, are already engaging internationally and are interested in expanding their international research and partnerships.

³ See Appendix A for an overview of the interviews and listening sessions that were conducted as part of this strategic planning process.

Coursework and Programs

The School of Education has a number of global education-focused programs and courses. Programs that define themselves as being globally focused include:

- a) Curriculum and Instruction: World Language Program
- b) Curriculum and Instruction: Curriculum Studies and Global Studies Program
- c) Educational Leadership and Policy Analysis: Global Higher Education Master's Program
- d) Educational Policy Studies: Graduate concentration in Comparative and International Education
- e) Educational Policy Studies: Undergraduate major in Educational Studies, global education track

The Art, Dance, and Theatre and Drama departments integrate a global focus across most of their programs and curricular offerings. While some faculty are more interested in work outside the U.S. than others, through conversations with faculty we have come to understand that these disciplines engage in the creative process and work with colleagues around the world in a manner that is generally more inclusive of a global outlook than the other departments in the SoE.

The health and education departments in the SoE have numerous faculty whose work is global in focus, and who have courses that focus on or integrate global perspectives. Globally infused or globally focused coursework is generally less common in programs that are providing a U.S. professional certification for students.

Education Abroad and Study Away

Based on the Office of International Academic Programs' (IAP) numbers, 5.25 percent of School of Education undergraduates participated in a study abroad program during the 2016-17 academic year. The School of Education sends more students abroad than other professional schools but sends a lower percentage of students than the School of Human Ecology (8.22 percent), Agriculture and Life Sciences (7.84 percent), and the College of Letters & Science (5.72 percent). Based on 2012-17 data, on average 74 SoE undergraduates study abroad through IAP per year. IAP data indicates that only 0.66 percent of graduate students study abroad. The School of Medicine and Public Health (3.6 percent), the School of Pharmacy (2.47 percent), the Law School (1.82 percent), and the College of Letters and Science (0.82 percent) all have a higher percentage of graduate students studying abroad. There is room for improvement across the SoE in regard to the percentages of undergraduates participating in a study abroad, or study away, program and the number of graduate students studying abroad or conducting research internationally.

Low undergraduate student participation rates have been due, historically, to a number of factors⁴:

- a) Limited information available to staff and students on specific study abroad experiences associated with their SoE undergraduate and graduate programs. This hampers early planning for undergraduates and limits information provided to graduate students about study abroad status for fieldwork.
- b) SoE undergraduate program curricular structures that either cannot or do not easily accommodate study abroad programs during a student's third or fourth years, the "customary" time for undergraduates to plan a semester abroad. Students with these schedules are

⁴Jeff Hamm and Wyl Schuth provided targeted feedback on the impediments to undergraduate study abroad in the School of Education.

encouraged by advisors to consider a study abroad program during their second year or during the summer.

- c) Despite potential interest, there are few SoE-sponsored opportunities during the winter or summer break that relate directly to School of Education academic programs.
- d) Inadequate financial support for study abroad during summer or winter break. School-year programs allow students to tap financial aid that is often not available during summer. However, semester and academic year programs often pose a challenge for students as they are not able to access work-study nor are they able to work the number of hours they often need to work to pay for their studies and living expenses.

Institutional Partners

The School of Education has one School-wide, multi-institutional partnership: the International Network of Educational Institutions (INEI). This network is rooted in shared optimism that pooling common experiences and achievements amongst a community of top public university educators can bring about advances in education internationally. The INEI network includes:

- Australia: University of Melbourne
- Brazil: University of São Paulo
- Canada: University of Toronto
- China: Beijing Normal University
- Singapore: National Institute of Education
- South Africa: University of Cape Town
- South Korea: Seoul National University
- United Kingdom: University College London

Outside of INEI, most other active SoE international partnerships are based on department-specific agreements and memoranda of understanding. A large number of agreements have expired. Most of the School of Education's existing partnerships appear to support limited activities.

International Outlook

International outlook signifies the extent to which faculty, students, and staff work, publish, put on exhibitions and performances, and meet with scholars around the world; and the extent to which School of Education work influences actors and institutions around the world.

By numerous measures, including various rankings, the SoE is one of the best schools of education in the country and the world (e.g., U.S. News and World Report, 2018 and The Times Higher Education World University Rankings, 2018). These rankings indicate, however, that the SoE is not viewed as having the international outlook that might be expected to accompany such excellence. For example, the School of Education is ranked the No. 6 school of education in the world by The Times Higher Education University World Ranking (2018); however, the School's "international outlook" of 42.2 is significantly lower than the other categorical scores (85.3 overall, 87.9 teaching, 97.1 research, and 80.0 citations).

International Student and Visiting Scholars Wellbeing

International graduate students make up approximately 12.4 percent of the SoE's graduate students⁵. The percentage of international graduate students is down in comparison to the four previous years (14.8 percent in fall 2013, 15.0 percent in fall 2014, 15.4 percent in fall 2015, 13.5 percent in fall 2016, and 12.4 percent in fall 2017). In surveys conducted by the SoE in 2016/2017, international students and visiting scholars expressed feeling that they are often marginal to the School. They face significant funding hurdles (e.g., in securing TA/PA positions and research fellowships) above and beyond those of their domestic colleagues; often face severe financial hardships while in graduate school; and express feeling marginalized in classes and social circles. A number of graduate student groups, such as the Curriculum and Instruction International Student Association (CIISA) and the International Comparative Education Research Group (ICERG) in EPS, attempt to address components of this marginalization or create community for international graduate students.

The SoE hosts approximately 40 visiting scholars per year who are heavily concentrated in two departments (Curriculum and Instruction, and Educational Policy Studies). Visiting scholars have in the past reported feeling isolated from the rest of the SoE community, though this differed across departments and particular hosting arrangements.

In the fall of 2017, the SoE began to provide centralized programming (welcome events, workshops) for international graduate students and visiting scholars to address some of these issues.

Peer Institutions' Global Education Offerings

As part of the strategic planning process, we collected data on two groups of institutions. First, we collected data on global education initiatives among Big Ten peers.⁶ Second, we identified North American public schools of education with programs that are nationally or internationally renowned for their global education initiatives (see Appendix D). This list includes some Big Ten schools, as well as other public universities:

1. Arizona State University (ASU)
2. Indiana University (IU)
3. Michigan State University (MSU)
4. Pennsylvania State University (PSU)
5. University of Minnesota (UMN)
6. University of Toronto – Ontario Institute for Studies in Education (OISE)

These six institutions stand out for the quality of their global education programming. Four offer models of comprehensive global education programming (ASU, MSU, UMN, OISE), while two stand out for exceptional programming around global teacher preparation (IU and PSU). They apply diverse best practices to administering and structuring global education initiatives. A short overview of the key global education initiatives at these six institutions is included in Appendix D. The appendix also provides information on the leadership, staffing, and funding of the initiatives.

⁵ Numbers are based on the School of Education's *2017 Data Digest*.

⁶ The group of Big Ten institutions includes: Purdue University, University of Illinois-Urbana Champaign, Indiana University-Bloomington, University of Iowa, University of Minnesota-Twin Cities, University of Michigan, Michigan State University, University of Maryland-College Park, University of Nebraska-Lincoln, Northwestern University, Ohio State University, Penn State University, Purdue University, Rutgers University.

The global education programs at these six peer institutions generally share the following characteristics:

1. Staff are organized around a central initiative (usually a center or an office), with the largest staff at Indiana University (approximately 10 staff members and four graduate students) and the smallest staff at the University of Minnesota (one faculty director and one staff member).
2. A centralized administration and leadership structure supports the center or office. At four of the six institutions, leadership positions are held by faculty members (Indiana University and Penn State University are the exceptions).
3. The central initiative benefits from strong institutional partnerships that include university, non-governmental organizations (NGOs), non-profits, and/or government entities. Partnerships appear to be carefully curated to create intentional and meaningful collaborations.
4. Five of the six universities have faculty-led research initiatives as a core component of their offices or centers (ASU, IU, MSU, PSU, UMN, and OISE). Four of the institutions have external funding for their globally focused research initiatives (ASU, IU, MSU, and OISE), while the University of Minnesota offers funding out of the College of Education and Human Development Dean's Office.
5. Education abroad and study away offerings are central components for all of the institutions with undergraduate programs (ASU, IU, MSU, PSU, and UMN).
6. Four of the six programs have developed a niche within the field of global education and are sought as partners by external funders, organizations, and government (ASU, IU, MSU, and OISE).
7. OISE and UMN host prominent school-level visiting scholar programs.
8. The review of these six peer institutions provides guidelines and generates ideas about how different initiatives could be supported and structured here in the SoE.

Summary

The SoE's Global Education Plan is based on a year-long self-study and review of peer institutions' best practices concerning just, innovative, and reciprocal approaches to global education. It proposes concrete steps to create an environment where faculty, staff, and students think, work, innovate, and mindfully partner with individuals, groups, communities, and sovereign nations and states from around the world. The plan outlines six priority areas and three strategic initiatives to support achieving these priorities. In so doing, this strategic plan will further the School of Education's mission to magnify the Wisconsin Idea in the world.

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Appendix A: SoE Global Education Initiative Interviews

Three primary forms of data collection were carried out as part of the global education review. First, peer institutions' global education and international programs were mapped out in spring 2017 to identify the scope of programs, activities, support, and structures in place at peer institutions. Kimberly Johnson, Educational Policy Studies graduate, was hired during the spring 2017 to work with Nancy Kendall to carry out this review. Johnson focused her research on 10 peer universities that have strong global education programs.

Second, Nancy Kendall and Kate McCleary carried out listening sessions during the Fall 2017 semester with senior staff in the School of Education (one listening session), faculty (three listening sessions), graduate students (two listening sessions), and academic staff.

Listening Session	Number of Participants
School of Education Senior Staff	12
Faculty Listening Session 1	1
Faculty Listening Session 2	1
Faculty Listening Session 3 (Global Education Committee)	15
Graduate Student Listening Session 1	5
Graduate Student Listening Session 2	4
Staff Listening Session	9
Total Listening Session Participants	45

The last method of data collection was individual interviews with department chairs and leaders of the following departments, centers, and units.

Department, Center, Unit	Interviewee
Art	Douglas Rosenberg
Career Center	Charlene Walker
Center for Education and Work	Matthew Hora
Counseling Psychology	William Hoyt
Curriculum and Instruction	John Rudolph
Dance	Kate Corby
Dean	Diana Hess
Educational Leadership and Policy Analysis	Julie Mead
Education Outreach and Partnerships	Beth Giles
Educational Policy Studies	Adam Nelson
Educational Psychology	Bradford Brown
Global Education Committee	Lesley Bartlett
Global Education Committee (former chair)	Maggie Hawkins
Global Health Institute & 4W	Lori DiPrete Brown
International Academic Programs	Daniel Gold, Susan Atkinson, and Matt Geisler
International Division	Elise Ahn and Maj Fischer
International Student Services	Roopa Rawjee
Kinesiology	Gary Diffie
Morgridge Center for Public Service	Beth Tryon

The Network	Jack Jorgenson
Rehabilitation Psychology and Special Education	David Rosenthal
SoE Administration – Teacher Education	Kimber Wilkerson
SoE Administration – Arts	John Hitchcock
SoE Dean’s Office	Carolyn Kelley
Student Diversity Programs	Aaron Bird Bear
Theatre and Drama	Shuxing Fan
WIDA	Jon Nordmeyer
WISCAPE	Noel Radomski
Wisconsin Center for Education Research	Bob Matheiu
Total Number of Interviews	32

Finally, after the Global Education Strategic Plan was fully drafted, feedback sessions on the draft were held with SoE staff and senior staff, department chairs, the GEC members, and one group of SoE graduate students. Their feedback was incorporated into the final plan.

Appendix B: Timeline of Activities

Key:

Coursework & Programs: C&P

Education Abroad & Study Away: EA&SA

International Outlook: IO

Institutional Partnerships: IP

International Student & Scholar Wellbeing: ISSW

Research: R

Strategic Priority	Goals and Activities: AY 2018-19
C&P	Develop and release funded call for global course and program development.
C&P	Put out a call for departments to submit a list of courses with a global focus (to populate website).
C&P	Put out a call for departments for seed funding to create a globally-focused program.
EA&SA	Ensure that all graduate students who are conducting research or writing abroad are appropriately registered through the International Academic Programs (IAP) Office.
EA&SA	Pilot major advising pages (MAP) process with at least one department with an undergraduate program.
EA&SA	Provide seed funding for two department-supported IAP programs (can be faculty-led study abroad Summer programs or can be a newly-identified partner program).
IO	Map existing university-wide resources on international applicant recruitment for each department.
IO	Develop outreach materials for partnership and recruitment efforts (SoE and interested departments).
IO	Begin populating new global education website and communications activities with information from faculty, staff, and students.
IO	Identify indicators for all core activities and funded initiatives for the five-year plan.
IP	Ensure all existing SoE partnerships have been approved through the UW-Madison International Division, and an internal approval system has been formalized that assures all future partnerships are approved through the International Division.
IP	Maintain active INEI role and partnership.
ISSW	Host orientations for international graduate students and visiting scholars at the start of the fall semester, and for visiting scholars at the start of the spring semester.
ISSW	Work intentionally with student and other campus organizations to connect graduate students and scholars from across departments to UW-Madison resources that support their social, academic, and economic wellbeing.
ISSW	Pilot annual colloquium for international scholars.
R	Launch the Global Interdisciplinary Innovation Lab (summer 2019).

Strategic Priority	Goals and Activities: AY 2019-20
C&P	Develop the infrastructure for global classrooms (courses taught by SoE faculty and a faculty member at a partner institution).
C&P	Provide seed funding for at least two new globally-focused courses/infusion of existing courses (target departments without such courses; potentially promote summer classes).
EA&SA	Create online instructions/support for the MAP process.
EA&SA	Provide seed funding for two department-supported IAP programs (can be faculty-led study abroad Summer programs or can be a newly-identified partner program).
IO	Begin development, in partnership with special initiatives office, of an SoE-wide approach to recruitment, tracking, and alumni engagement of international students and scholars.
IO	Pilot identifying a cost-effective and sustainable approach to expanding two additional departments' international outlook.
IO	Assure all faculty, staff, and students engaged in global education have an opportunity to share their research with a broad audience through the global education website and communication activities.
IP	Establish at least one new international partnership that directly responds to department or SoE goals established and active.
IP	Maintain active INEI role and partnership.
ISSW	Sponsor a yearly scholar colloquium open to the community that provides a space for scholars to share their work and research.
ISSW	Collect systematic data through an annual climate/wellbeing survey for international students and scholars (in partnership with Diversity Office for international students).
ISSW	Establish a partnership with the SoE Diversity Office to provide regular programming in support of a globally diverse and inclusive SoE community.
R	Ensure supporting units have access to trained staff in administrating grants from outside the U.S.
R	Ensure that SoE and WCER policies regarding the administration of grants and funding from outside the U.S. are not prohibitive to conducting globally-focused research/work.
R	Appoint/hire an expert to support faculty interested in conducting globally-focused research or residences.
R	Establish an international training program that supports interested faculty, staff, and graduate students in conducting international research.

Strategic Priority	Goals and Activities: AY 2020-2021
C&P	Provide seed funding for at least two new globally-focused courses/infusion of existing courses (target departments without such courses; potentially promote summer classes).
C&P	Provide seed funding for at least two "global classroom" courses to be offered with a university partner.
EA&SA	For each department with undergraduate students, create a Major Advising Page (MAP) in partnership with IAP. Each department with a MAP will have identified at least five universities/ programs that are recommended to their students and assure time to degree is not affected.
EA&SA	Develop at least two study away opportunities for SoE undergraduate majors in partnership with First Nations/NGOs in Wisconsin and/or Minnesota.
IO	Launch fellowship that sponsors one international graduate student in the arts, education, and health for their first two years of study.
IO	Support each department in identifying a cost-effective and sustainable approach to expanding their international outlook.
IO	Work with two departments to create a cost-effective and sustainable approach to expanding two departments' international outlook.
IP	Cultivate relationships (and potentially site visits) with potential SoE-level (at least two departments) university partners.
IP	Maintain active INEI role and partnership.
R	Launch global research grant to fund faculty members to conduct globally-focused research (\$5,000 per grant minimum).
R	Establish a SoE-supported network for global research, dissemination, and professional activities in close partnership with graduate students (guest speakers, visiting lectures, etc.).

Strategic Priority	Goals and Activities: AY 2021-22
C&P	Assure that at least one new globally-focused program is created that expands our international outreach (e.g. reaches new audiences, including international audiences).
C&P	Provide seed funding for at least two "global classroom" courses to be offered with a university partner.
EA&SA	Provide seed funding for two department-supported IAP programs (can be faculty-led study abroad Summer programs or can be a newly-identified partner program).
EA&SA	Launch study away programs, including communications activities.
IP	Co-host activities with potential SoE-level university partners.
IP	Maintain active INEI role and partnership.
R	Establish at least one SoE-wide global research partnership in which interested faculty and students can participate.

Strategic Priority	Goals and Activities: AY 2022-2023
C&P	Ensure at least one "global classroom" course is being offered in partnership with a university partner.
C&P	Provide seed funding for at least two new globally-focused courses/infusion of existing courses (target departments without such courses; potentially promote summer classes).
EA&SA	Pilot a scholarship fund for undergraduate study abroad and study away, including outreach activities in partnership with IAP.
IO	Have a centralized database of SoE international alumni, visiting scholars, and alumni outside the U.S., with an identified staff member to work with faculty, students, and staff seeking to connect with alumni and visiting scholars.
IP	Set-up at least one SoE-level university partnership.
IP	Maintain active INEI role and partnership.
ISSW	Assure international graduate students' measures of social inclusion and economic wellbeing do not differ significantly from their domestic colleagues.
R	Establish a global research grant to fund a minimum of three faculty members per year to conduct globally-focused research (start the fund at \$15,000/year, or \$5,000 per grant).

Strategic Priority	Goals and Activities: AY 2023-24
C&P	Assure that all undergraduate and graduate students in the SoE have access to at least one course for which they can receive credit in their major that is globally-infused or -focused, and access to at least two Professional Development (PD) activities related to global education each year.
EA&SA	Launch the WI Ideas scholarship for undergraduate study abroad and study away so that the cost of study abroad is not a barrier for any SoE undergraduate student who wishes to study abroad or away.
IO	Establish an international student fellowship that supports the School of Education’s goal of recruiting the top graduate students from around the world.
IO	Provide an opportunity for each incoming faculty member to engage in a global experience designed to expand their international networks.
IO	Expand the number and percentage of international faculty, staff, and graduate students recruited to the School of Education.
IP	Set-up at least one SoE-level university partnership.
IP	Support three to five highly active, generative partnerships (SoE-level or departmental level) with universities around the world that uphold the School of Education’s public research, teaching, and service mission.
IP	Develop at least one robust, multi-departmental partnership with an INEI partner school.
IP	Maintain active INEI role and partnership.

Strategic Priority	Goals and Activities: AY 2024-25
EA&SA	Ensure at least 10 percent of SoE undergraduate majors participate in an experience outside the United States prior to graduation, and at least 2 percent of SoE undergraduate majors participate in study away opportunities.
IO	Raise the UW-Madison’s “international outlook” score on The Times Higher Education University World ranking from 42.4 to a minimum of 60.
IO	Have international student fellowships that recruit and support ten students a year, for four years of study.
R	Institute an annual program that supports at least seven SoE graduate students’ international dissertation or MFA research at \$20,000 apiece.

Appendix C: Previous Work on Global Education within the School of Education



TO: Julie Underwood, Dean (School of Education)

FROM: Amy Stambach, Associate Dean of International Studies (School of Education)

DATE: June 12, 2012

RE: International Activities in the School of Education

In preparation for transitioning into a new role starting July 1st, 2012, I am writing to present an update on international activities currently underway within the School of Education. I hope that this report fulfills the request you made to me on June 4, and that my descriptions and recommendations will help to continue the growth of international programming in the School of Education for years to come.

Ten activities are described in this report. I have written descriptions in a manner that I hope is useful for anyone seeking “beginners’ knowledge” as well as more detailed information about our School’s international activities.

For each activity I have identified key people who are involved, attached key documents, indicated relevant websites, and offered recommendations for next steps.

I would be glad to discuss the details of any of these activities, and to offer reasons for my recommendations, at your convenience. I am optimistic that the School of Education can continue to grow in the area of international studies on our campus.

A copy of this report, including attachments, is available on the Share drive in the School of Education. Respectfully submitted.

Cc: Maggie Hawkins, chair Global Education Committee

University of Wisconsin–Madison School of Education
Dean’s Office 1000 Bascom Mall
Madison, Wisconsin 53706

List of activities described in this report:

1. Global Education Committee (GEC)
2. Global Perspectives Certificate for School of Education Undergraduates
3. IALEI – International Alliance of Leading Education Institutes
4. International Innovations: Global Higher Education Master’s Degree Proposals
5. Memoranda of Understanding and Active Institutional Partnerships
6. Ph.D. Option-A Minor in International Education
7. Stockholm University Academic Cooperation Agreement
8. The “Four Deans” Project
9. US Department of State Study Abroad Proposal
10. Xi’an Study Abroad Program and other SoE Study Abroad Programs

List of attachments:

1. Global Education Committee proposed roster, 2012-13
2. Global Perspectives Certificate Declaration of Intent
3. IALEI Book Proposal 2012
4. IALEI personnel/directory spreadsheet
5. Professional Master’s Degree in Global Higher Education – draft version
6. Professional Master’s Degree in Global Ed and Development – draft version
7. Ph.D. Option A Minor SoE proposal (accepted) in International Education
8. Stockholm University Agreement and documentation
9. U.S. Department of State Study Abroad Proposal Narrative

Global Education Committee (GEC)

Description: The Global Education Committee is a School-wide advisory body that meets once monthly to discuss and help to coordinate international programming on campus. In 2011-12, the GEC offered recommendations regarding visiting scholars in the School of Education; initiated a new study abroad program in Xi'an; reviewed and advised funding for school-wide proposals and projects; and discussed ways in which to better integrate School of Education international activities with international activities occurring across campus. For a complete record of 2011-12 GEC activities — as well as a record of all activities from the previous five years — see the GEC website:

<http://www.education.wisc.edu/about/committees/iec/minutes/>

The roster for the 2012-13 committee has been identified and is pending approval by department and unit chairs.

Next steps:

~ **August 2012:** Confirm with Leslie Orrantia that department/unit chairs have made 2012-13 committee appointments;

~ **August 2012:** Meet with Dean Underwood to finalize GEC budget and seed funds;

~ **August 2012:** Work with Associate Dean Adam Gamoran and WCER to better appropriate WCER funding (researchers do not always use funds to “seed” larger grants);

~ **August 2012:** Work with Associate Director Julie Lindsay in IAP to develop a Call for Proposals to be issued in the early Fall for faculty-led study abroad programs;

~ **Fall 2012:** Identify doctoral candidates for the Ph.D. Option-A Minor in International Education (see below for description of Ph.D. Option A minor);

~ **Fall 2012:** Discuss outcomes of Xi'an and other study abroad programs, when/how to offer them again, and whether/how to develop system of two-faculty on the program;

~ **Fall 2012:** Review and discuss start-up of the Stockholm University Agreement (consider inviting Professors Tom Popkewitz and Gloria Ladson-Billings to a meeting).

Key people: Professor Maggie Hawkins, GEC Chair; Ms. Leslie Orrantia, GEC staff assistant

Attachment 1: Proposed roster, GEC 2012-2013

Global Perspectives Certificate for School of Education Undergraduates, established 2010

Description: The School of Education Global Perspectives Certificate is an interdisciplinary program of study offered for School of Education undergraduates. To fulfill requirements for this certificate, students mainly take courses in social sciences, humanities, and/or sciences that examine aspects of non-Western/non-European cultures, histories, arts, and environments.

Students must complete 21 credits total and must earn a 2.75 cumulative grade point average across all certificate courses. Elementary Education students must complete another three-credit course approved by the Global Perspectives Certificate advisor to meet that program's minor requirement.

As of Spring 2012, Certificate is housed in the Department of Educational Policy Studies.

http://pubs.wisc.edu/ug/education_Programs_GlobalPerspecCert.htm

Next steps: Ongoing monitoring of student enrollment in the program to ensure successful participation. Make sure that Global Perspectives Certificate is recorded on students' transcripts. (There has been some confusion reported in previous semesters that students sign up but do not have confirmation that they are enrolled in the program; this will hopefully be resolved now that there is an administrative home for the certificate.)

Key people: Professor Nancy Kendall, certificate advisor. Associate Dean Jeffrey Hamm in EAS is also familiar with the certificate.

Attachment 2: A copy of the certificate that students must fill out and file with EPS **IAELI -- International Alliance of Leading Education Institute**

Description: IAELI consists of 10 internationally recognized Schools of Education. See <http://www.intlalliance.org/aboutiaeli/members/>. IAELI (the Alliance) was founded in 2007. Each year the Alliance convenes a meeting on a designated topic, and each year the Alliance publishes a report on the annual theme. Annual reports from 2008 through 2011 are available in the Dean's Office and on this website: <http://www.intlalliance.org/magazinethemes/>

The 2012 Annual Conference will take place Aug. 24, at Melbourne University. The theme is "Educating Teachers, Transforming Schools, Ending Disadvantage." Professor Carl Grant (Curriculum and Instruction) will represent UW-Madison in Melbourne 2012. Professor Michael Apple will also attend.

Professor Richard Teese (Melbourne) is convening the academic portion of the 2012 meeting and has proposed that an edited volume be published from academic papers presented at the conference. See attached "IAELI Book Proposal 2012". IAELI also hosts an annual reception at AERA, led by UW-Madison.

Next steps: UW-Madison is poised to host a future IAELI meeting. Meetings take about 2 years to plan. Consider hosting the 2015 or 2016 annual meeting in Madison or Chicago. Possible themes: 1/ Creativity and Freedom through Education; 2/ Education and Citizenship; 3/ Language and Literacy.

Key people: The complete directory of IAELI personnel is attached. The Secretariat is housed at Aarhus University. Eva Lise Eriksen is the main contact for the IAELI Secretariat: eli@dpu.dk. Associate Dean Dawn Crim in ERO handles the UW-Madison AERA/Alliance reception

Attachment 3: IAELI Book Proposal 2012

Attachment 4: IAELI personnel/directory spreadsheet

International Innovations: Global Higher Education Master’s Degree and related Innovations

Description: Two internationally oriented Education Innovations are underway in the School of Education. The first is an ELPA-led Master’s Degree in Global Higher Education, which will function as a one-year professional master’s sub-strand of a current master’s degree in higher education and will be launched Fall Semester 2012. This degree targets international professionals who wish to study in the United States.

The other is a professional master’s degree aimed at pre-Peace Corps volunteers and other students preparing to work (or already working) in the international development field. This degree targets US citizens working overseas. It is being proposed as a new master’s degree program within the existing EPS Comparative and International Education concentration.

In addition, international studies within the School of Education often require the innovative use of technology. For this, the Telepresence room provides a unique opportunity to develop international programming worldwide.

Next steps: The ELPA degree is well underway and ready to be piloted in the fall of 2012, pending final approval and funding decisions. The EPS degree is ready to follow and could be piloted fall of 2013. The Telepresence room might be better marketed — perhaps through the office of the new marketing director housed in EOP — to deliver course programs worldwide.

Key people: Professor Julie Mead, ELPA chair for the Global Higher Ed masters; Professor Nancy Kendall, EPS, for the International Education and Development masters. Jesse Winters for the Telepresence room.

Attachment 5 and 6: Drafts of 2 proposals

Memoranda of Understanding and Active Institutional Partnerships

Description: The SoE currently holds official MOUs and active relationships with 28 universities or agencies of higher education in 11 countries (note that “official” here means that Dr. Cynthia Williams’ office in the Division of International Studies has a record of these agreements):

1. SoE-specific Agreements:

University of Newcastle (UK) (1988, IAP)

Institut Universitaire De Formation Des Maitres (France) (1988, Tochon and Bousquet)
Enseñanza Abierta de Andalucía (Spain) (1988, Popkewitz)
UNESCO (2009, Underwood and Bousquet)

Stockholm University (2012, Popkewitz and Ladson-Billings)

2. **Campus-level agreements** that SoE in which has a designated role (note that all of these are China-related, an outcome of Chancellor Martin's 2010 visit to China and efforts to build bilateral relations between UW Madison and the People's Republic of China):

Beijing Normal University
Beijing Sport University
Chinese People's Association for Friendship with Foreign Countries
East China Normal University

East China University of Political Science and Law
Nankai University cooperative agreement

Shanghai Jiao Tong University

Zhejiang University

3. **Worldwide Universities Network (WUN):** In addition, the University of Wisconsin-Madison currently participates in the Worldwide University Network, a 19-member group of research universities that sponsor mainly policy-oriented research in areas of global higher education, public health, environment, and global cultures. <http://wun.wisc.edu/> Member universities: Chinese Univ. of Hong Kong; Nanjing Univ.; Penn State Univ.; Brazil State Univ. of Campinas; Univ. of Alberta; Univ. of Bergen; Univ. of Bristol; Univ. of Cape Town; Univ. of Leeds; Univ. of Rochester; Univ. of Sheffield; Univ. of Southampton; Univ. of Sydney; Univ. of Western Australia; UW- Madison; Univ. of York; Zhejiang Univ. <http://www.wun.ac.uk/about>

Ph.D. Option-A School of Education Minor in International Education

Description: In 2004 the School of Education International Education Committee launched a Ph.D. Option A Minor titled "International Education." Students choosing an Option A (distributed) minor select, in consultation with the chair of the School of Education Global Education Committee (currently Maggie Hawkins) and an advisor from their home department, education-related courses with significant international content. Option A minors are distributed minors. This means that courses are selected from across departments and must all be chosen from departments other than the student's home department.

Participating School of Education departments offering courses toward an Option A (distributed) minor are Curriculum and Instruction, Educational Leadership and Policy Analysis, Educational Policy Studies, Counseling Psychology, Dance, and Art.

An Option A minor must be approved in accordance with the student's home department procedures. Forms for distributed minors are available in students' home departments. The 12-credit Option A minor in international education is composed of core international education courses (graduate-level courses from outside the home department). These core courses comprise a minimum of 50 percent of content devoted to international topics/issues. Courses must be distributed in a manner consistent with categories identified on this website: http://www.grad.wisc.edu/catalog/degrees_internationaleled.htm

Next steps: In previous semesters there has been no record of who, or how many students, enrolled in this Ph.D. option. As of Spring 2012, there was one graduate student (in ELPA) enrolled in the program. It would be appropriate for the current contact for the minor, Maggie Hawkins, working in connection with the Global Education Committee, to ascertain how many students have received this option since its inception in 2004, and then to make a decision about how to proceed, including whether if so how to strengthen and grow the option.

Key people: Professor Maggie Hawkins, as GEC chair, is current contact for the minor.

Attachment 7: Ph.D. Option A Minor approved proposal

Stockholm University Academic Cooperation Agreement, signed May 2012

Description: An agreement between UW-Madison School of Education (all departments) and the Teacher Education Program at Stockholm University. Phase one focuses on faculty and Ph.D. exchange. Collaboration will begin Fall 2012 and will include UW faculty taking part in courses at Stockholm, joint seminars and workshops held at SU and at UW, joint publications of research, and approximately two to four Ph.D. students from SU spending from one week to one semester at UW-Madison and four to eight UW-Madison Ph.D. students spending time at SU.

Stockholm University is funding all aspects of this exchange. Interim Chancellor David Ward and SoE Dean Julie Underwood signed the MOU, Spring Semester 2012. A copy of the MOU — per university regulations — is located in Dr. Cynthia Williams's office in the Division of International Studies. A copy is also attached and is located in the SoE Dean's Office.

Next steps: A possible phase 2 starting in 2013 will focus on undergraduate exchange, pending funding from Stockholm University. Meantime, planning must begin immediately to develop and run key lectures and seminars and to identify students and faculty for involvement. Each university will determine its own methods of selecting participants. An annual report will be prepared for both institutions. At UW-Madison this report should be presented to and reviewed by members of the School of Education Global Education Committee.

Key people: Dr. Cynthia Williams, Office of International Partnerships, Division of International Studies (cwilliams@international.wisc.edu); CI Professors Tom Popkewitz and Gloria Ladson-Billings, UW-Madison key faculty personnel; CI Professor Maggie Hawkins, Chair of the Global Education Committee. At Stockholm: Deputy Vice Chancellor Anders Gustavsson.

Attachment 8: Signed Academic Agreement with Stockholm University

The Four Deans Project, established 2012

Description: The Four Deans Project involves a subset of Alliance Schools of Education: UW-Madison, OISE/Toronto, the Institute of Education (London) and the University of Melbourne. It emerges from the highly successful Three Deans' Project begun in the 1990s by C&I Professor Michael Apple. The Three Deans' Project involved IoE, Melbourne, and UW-Madison. The Four Deans Project is working collectively to bid on NGOs' RFPs.

Next steps: Take a lead in bidding on NGO RFPs.

Key People: Dean Julie Underwood, CI/EPS Professor Michael Apple

U.S. Department of State Study Abroad Proposal: “Globalizing Undergraduate Education: A Partnership with Makerere University in Uganda”

Description: A collaborative proposal submitted May 2012 to the U.S. State Department by the College of Agricultural and Life Sciences International Programs Office (CALIS), the School of Education (SoE) and the College of Engineering (CoE). Award notification pending — likely late summer 2012.

The grant will support UW-Madison's School of Education efforts to internationalize the science teacher education program at Makerere University by funding one or two UW School of Education undergraduate teacher education majors to study at Makerere University per year.

UW-Madison SoE undergraduates, working under the joint supervision of UW-Madison and Makerere faculty, will also gain hands-on experience working with Ugandan undergraduates at Makerere who are studying to become teachers of STEM subjects. UW-Madison students will collaborate with Ugandan Makerere Teacher Education students to develop STEM teaching modules; to field test these modules; and to develop hands-on experiential activities in STEM subjects than can be used by Ugandan primary and secondary school students and science teachers.

Next steps: Upon receipt of grant, funds will be transferred from the managing UW offices to Division of International Studies Office of International Academic Programs (IAP), which will administer the study abroad program at Makerere University on behalf of the UW-Madison School of Education.

Key people: CI Professor Maggie Hawkins and Dr. John Ferrick (CALIS), co-PIs. Julie Lindsey, IAP Associate Director.

Attachment 9: Proposal narrative, submitted May 2012

Xi'an Study Abroad Program and other SoE Study Abroad Programs

Description: The Xi'an Study Abroad program was piloted in the summer of 2012 as a three-week course for undergraduates in the School of Education. The first week consisted of class meetings on the UW-Madison campus. The next two weeks of the course were held in at Shaanxi Normal University in Xi'an, and in Beijing.

http://www.studyabroad.wisc.edu/programs/program.asp?program_id=393

Topics for the Xi'an program include:

- educational change and modernization
- the interaction between education and development (social, political, economic)
- the politics of educational reform
- educational philosophy, policy and planning
- the interrelationships of particular aspects of schools, societies, and cultures - curricular and pedagogical approaches in schooling, with a particular focus on languages and literacies

In addition to this new Xi'an program, the School of Education runs study abroad programs in Uganda (teacher training programs) and Guatemala (graduate student counseling psychology programs). Professors Maggie Hawkins, Noah Feinstein, and Catherine Compton-Lilly are all involved in the Uganda study abroad site. Professor Steven Quintana is involved in the Guatemala site. All School of Education Programs are run in conjunction and coordination with the Office of International Academic Programs.

Next steps: Consider offering the Xi'an course again summer 2013 or summer 2014. Integrate an additional faculty member into all sites/programs so that courses can be adequately "relayed" from year to year and is not dependent on one instructor only.

Key people: Professor Maggie Hawkins, Curriculum and Instruction (Uganda and China Programs); Professor Steven Quintana (Guatemala program); Julie Lindsay, Associate Dean International Academic Programs (IAP)

School of Education -- International Activities
David Rosenthal, Associate Dean of Academic and International Affairs
2014

The School of Education actively promotes global education with a social justice focus; that is, one that promotes equal educational and life possibilities for all students, both at home and abroad. In that sense, the goal of our work is social transformation. In order to reach that goal, we must have well-coordinated international initiatives and opportunities that span research and practice, and that have faculty, staff, graduate student, and undergraduate student participation in global initiatives, with appropriate and adequate support.

Across the School of Education, we have identified a number of existing strengths in regard to current programs and initiatives. We have MOUs and partnerships with a number of institutions internationally and now have a database of these linkages. We have a significant number of individual faculty connections with colleagues at international institutions. These partnerships and connections lead to opportunities for faculty to visit and lecture at international institutions, conduct research internationally, and to host visiting scholars here.

Ongoing International Activities

- International Delegations
 - The School of Education hosted seven international delegations this past academic year

- Visiting Scholars
 - We continue to work with the Division of International Studies (Cynthia Williams) to develop International Scholars policies (meetings on-going). The School of Education hosted 58 visiting scholars for semester- or year-long residencies this past academic year

- International Partnerships
 - Continue to develop and engage in meaningful, multi-level activities and build relations with our primary international partners with an emphasis on growing partnerships and activities with Beijing Normal University and selected partners.
**Will finalize Implementation plan for Beijing Normal University Fall 2014*
 - Continue to develop and foster other international partnerships (e.g., Italy, Guatemala, Liberia, Sierra Leone, Ireland, Uganda, UK, China, and Mexico)

- International Network of Educational Institutions
 - Continue to oversee tasks associated with being the new administrative home of the International Network of Educational Institutions (INEI)
 - Refine and keep up-to-date the new INEI website
 - Foster activities across all ten International Network of Educational Institutions (INEI) partners.
 - Supervise INEI team. Develop a matching data base to promote research initiatives across INEI partners.
 - Promote activity surrounding November INEI conference in Sao Paulo, Brazil.

**Rosenthal and Underwood – Will attend the November INEI conference in Sao Paulo, Brazil.*

➤ International Studies

- Continue to work closely with the Division of International Studies (Cynthia Williams, David Joiner, and others) to develop policy guidelines in place for developing and processing MOUs with potential partner institutions internationally
- In collaboration with the Division of International Studies, continue to implement study abroad programs for undergraduate students (in China, Uganda, and Mexico).

➤ Study Abroad

- We have had several meetings with Dan Gold – Director Study Abroad Programs. We are working together to strategically grow study abroad opportunities within the School of Education. Dan Gold and David Rosenthal will be visiting Departments this fall to discuss how Departments can grow study abroad initiatives. We will be emphasizing collaborations with INEI partners. We will work to tailor each initiative to individual Department needs.

➤ International Grants

- Continue to administrate International grants support through School of Education and WCER
- Provided \$15,000 in seed monies on international initiatives (Global Education Committee and Wisconsin Council on Education Research)

Serve as primary contact for the Four Deans consulting initiatives (Toronto, London, Melbourne and UW). Disseminate potential projects and notify qualified faculty that may wish to participate

➤ Interactive Map Project

- Continue to create a searchable data-base with graphic, interactive, map graphic containing data about all international projects in the School of Education; linking projects, countries, and people involved, themes, etc.

**Map Launches Fall 2014*

- Possible fields Included in the data-base:
 - Faculty interests in international
 - MOUs
 - Study abroad opportunities
 - Research collaborations
 - Stories/testimonials
 - International scholars

➤ Global Education Committee

- Continue to work closely with the Global Education Committee to enhance awareness of international initiatives within the School of Education and ensure efficient processing and quality of international initiatives

➤ International Initiatives

- We identified specific processes that would need to be in place in order to fully support faculty and student participation in international initiatives, and for the UW-School of Education to assume a leadership role in international education. Listed here are processes we identified:
 - Enhance and maintain a website specific to Global activity in the SoE
 - Early undergraduate advising about international experiences (including SOAR) in ways that allow for timely preparation
 - Enhance tracking and monitoring of programs
 - Streamline tracking and monitoring of students abroad
 - Further develop processes to handle international inquiries and requests to School of Education
 - Enhance visibility and dissemination of policies and processes
 - Enhance visibility of offerings and opportunities
 - Seeking external funding opportunities (and donors), writing grant proposals to support programs and student (and faculty) experiences
 - Liaise with professional and funding organizations
 - Liaise with centers, institutes and offices on campus
 - Centralized communication within School of Education about programs and initiatives, including sharing research and experiences
 - Provide orientation/introduction for new faculty and staff on international resources and opportunities available.

Appendix D: Peer Institutions' Global Education Programs

Arizona State	
Overview (ASU)	<p>Center for Advanced Studies in Global Education (CASGE) Iveta Silova, Director, Professor</p> <ul style="list-style-type: none"> ▪ Empower Kids Palestine ▪ Indian Support for Teacher Ed ▪ International Leaders in Ed Program ▪ Mastercard Foundation Scholars ▪ Next Generation Leadership Project ▪ South Sudan Fellows <p>Institutional partners:</p> <ul style="list-style-type: none"> ▪ China: Sichuan University ▪ Ghana: Kwame Nkrumah University of Science and Technology ▪ India: In-STEP was a collaboration among the USAID, the Indian Ministry of Human Resource Development (MHRD), and ASU. ▪ Ireland: Dublin City University <p>Study Abroad: The School of Education recommends two summer study abroad programs through the Study Abroad office to help SoE students meet university service learning and general education requirements</p> <p>USAID partnership for graduate student fellowships and research which include approximately three projects in the School of Education in collaboration with other units at the university</p> <ul style="list-style-type: none"> ▪ Higher Engineering Education Alliance Program ▪ Advancing Gender Equity and Women's Empowerment in Armenia ▪ Global Development Research Program <p>Additional Activity:</p> <ul style="list-style-type: none"> ▪ Member of the Basic Education Coalition as of 2016
Who participates (ASU)	<ul style="list-style-type: none"> ▪ Undergraduate education majors ▪ Graduate students ▪ Students and professionals from abroad
Position within the University (ASU)	SoE → CASGE → multiple programs
Leadership (ASU)	Director (faculty)- Center for Advanced Studies in Global Education
SoE Staffing (ASU)	Center for Advanced Studies in Global Education Staffing: <ul style="list-style-type: none"> ▪ Director ▪ Assistant Director

	<ul style="list-style-type: none"> ▪ 3 Program Managers ▪ Administrative Assistant ▪ Graduate Assistant ▪ 35 Affiliated Faculty in Center for Advanced Studies in Global Education
Funding (ASU)	Grant funding; International Leaders in Education Exchange Programs sponsored by U.S. Department of State’s Bureau of Educational and Cultural Affairs; public-private partnerships; USAID partnerships
Index of details (ASU)	<p>Internal Collaborations</p> <ul style="list-style-type: none"> ▪ Study Abroad Office ▪ School of Sustainability ▪ edXchange-organization within SoE <p>Public-Private Partnerships</p> <ul style="list-style-type: none"> ▪ Mastercard Foundation ▪ Starbucks College Achievement Program <p>Research</p> <ul style="list-style-type: none"> ▪ Center for Advanced Studies in Global Education ▪ USAID collaborations

Overview (IU)

Center for International Education, Development and Research (CIEDR)

Arlene Benitez, Interim Director

- Promote international scholarship and engagement through democratic, cross-cultural international educational research and projects for the purposes of improving education and the social condition in Indiana, the U.S., and the world.
- USAID program working with the University of Juba on a Masters of Education in Emergencies Program
- Turkish-American Summer Teaching Institute
- Afghanistan Higher Education Project
- Teaching of English as a Second Language (TESOL) Master’s Project with Kabul University
- USAID/Macedoia Primary Education Project

Global Gateway for Teachers

Laura Stachowski, Director

- Teaching opportunities are available in fifteen countries, with the Navajo Nation, and in the Chicago Public school system.
The program is open to those who meet the SoE’s eligibility requirements for student teaching.

I-Care

Rex Stockton, Director, Professor

- The International Counselling, Advocacy, Research, and Education Project is a multi-disciplinary effort that addresses the mental health aspects associated with HIV-AIDS and other social problems, particularly in sub-Saharan Africa

International Partners:

- China: Beijing Normal University (Center for Teacher Education Research)
- Nicaragua: University Polytechnic (Institute of Peace Education)
- South Sudan: University of Juba
- Turkey: Boaziçi University and Middle East Technical University

International Programs Committee

- This committee promotes and enhances the international mission of the School of Education by initiating and developing policy recommendations concerning international issues. The Committee also works to develop curricula and programs with international emphases, gathering and disseminating information pertinent to international scholarship and cooperation, and serve as a liaison with university-wide international committees and offices

Additional Activities:

- International & Comparative Education minor-non-experiential (undergrad)

Who participates (IU)	<ul style="list-style-type: none"> ▪ Faculty ▪ Experienced teachers ▪ Undergraduates
Position within the University (IU)	<p>SoE → International Programs Committee → Global Gateway & CIEDR</p> <ul style="list-style-type: none"> ▪ IPC coordinates most of the international education for the school of education and partners with other departments and the study abroad office as-needed
Leadership (IU)	<ul style="list-style-type: none"> ▪ Chairperson of the International Programs Committee (IPC) ▪ Director of CIEDR ▪ Director of the Global Gateway for Teachers ▪ Director of I-CARE
Staffing (IU)	<p>IPC:</p> <ul style="list-style-type: none"> ▪ Chairperson ▪ 10 faculty/staff members ▪ Student member ▪ Staff member <p>CIEDR:</p> <ul style="list-style-type: none"> ▪ Director ▪ 7 faculty (including the Dean of the SoE) ▪ 5 FTE staff ▪ 4 Graduate Assistants <p>Gateway:</p> <ul style="list-style-type: none"> ▪ Director ▪ Implementation Manager ▪ Program Assistant ▪ 5 Associate Instructors (Graduate Assistants) ▪ Office Manager <p>I-CARE:</p> <ul style="list-style-type: none"> ▪ Director (faculty) ▪ 9 affiliated faculty
Funding (IU)	<ul style="list-style-type: none"> ▪ CIEDR: The Institute of International Education and U.S. State Department ▪ USAID
Index of details (IU)	<p>Internal Partnerships:</p> <ul style="list-style-type: none"> ▪ School of Global and International Studies ▪ School of Medicine <p>Private Foundations</p> <ul style="list-style-type: none"> ▪ Martha and Alex Tilaar funding for teaching, learning, & research ▪ The Fund for Advancement of Peace and Education

Michigan State University

<p>Overview (MSU)</p>	<p>Office of International Studies in Education (OISE) Lynn Paine, Associate Dean for International Studies in the School of Education, Professor</p> <p>Campus Collaborations:</p> <ul style="list-style-type: none"> ▪ Tanzanian Partnership Program (TPP) with the Center for the Advanced Study of International Development promotes interdisciplinary research in sustainable, community development. Includes outreach & research. <p>Graduate Students:</p> <ul style="list-style-type: none"> ▪ Fellowship to Enhance Global Understanding: In the fall of 2014, 63 doctoral students from all the doctoral programs in the College applied. Twelve fellows received grants representing seven countries. ▪ Graduate student semester exchange program with Southwest University (China). Eight to ten are exchanged per year between MSU and SWU. ▪ The Learning Abroad Graduate Student Work Group. <p>Institutional Partners:</p> <ul style="list-style-type: none"> ▪ China: Southwest University, Open University (through the Confucius Institute), and Office of Chinese Language Council International (through the Confucius Institute) ▪ India: Azim Premji University ▪ Tanzania: Tanzania Partnership Program (through the Center for the Advanced Study of International Development) <p>Undergraduate Students:</p> <ul style="list-style-type: none"> ▪ Cultural Exchange Seminar ▪ Global Educators Cohort Program (GECP) for first-years and sophomores ▪ Ian J. Render Memorial Scholarship for Study Abroad to South Africa ▪ International Student Orientation ▪ Study abroad programs: In 2016, 131 students applied & 125 students accepted into 7 study abroad programs offered by the School of Education. Study abroad programs were initiated in 1984. <p>Additional Activities:</p> <ul style="list-style-type: none"> ▪ Spring Speaker Series ▪ Monthly breakfasts and quarterly potluck dinners with domestic students, scholars, faculty and staff members. <p>Map of activities, research, & partnerships.</p>
<p>Who participates (MSU)</p>	<ul style="list-style-type: none"> ▪ Faculty ▪ Graduate students ▪ Undergraduate students
<p>Position within the</p>	<p>SoE (Teacher Preparation) → Office of International Studies in Ed (OISE) →</p> <ul style="list-style-type: none"> ▪ A core function of OISE is to represent the College across campus to diverse stakeholders and units such as International Studies and

University (MSU)	Programs (ISP). OISE representatives participate regularly in university-wide meetings including with the Directors Group for the International Centers, the Gender Center, the Office of International Research Collaboration (OIRC), and the Center for the Advanced Study of International Development.
Leadership (MSU)	Associate Dean for International Studies within the School of Education
Staffing (MSU)	<ul style="list-style-type: none"> ▪ Associate Dean ▪ Academic Advisor for the Global Educators Cohort Program (GCEP) ▪ Coordinator for GCEP ▪ Two affiliated faculty ▪ Multiple graduate students, fellows, and former fellows.
Funding (MSU)	<ul style="list-style-type: none"> ▪ OISE scholarships are funded through indirect earnings from ongoing fee for service programs ▪ The partnership with Azim Premji University brings in some funds to run the partnership ▪ There is interest in expanding the endowment for OISE.
Index of details (MSU)	<p>Internal Collaboration:</p> <ul style="list-style-type: none"> ▪ Office of Student Affairs and Study Abroad ▪ Visiting International Professional Program Office ▪ MSU Confucius Institute ▪ Michigan Statewide Initiative - Linking all Types of Teachers to International Cross-Cultural Education (LATTICE) <p>Research:</p> <ul style="list-style-type: none"> ▪ Over 40 faculty members in the College are currently involved in international research and outreach endeavors. ▪ Crafting Optimal Learning in Science Environments is a research project between two SoE faculty and partners at the University of Helsinki in Finland. ▪ DOCTRID Research Institute: Collaboration between the Rehabilitation Counseling faculty and the Daughters of Charity Service in Ireland. <p>Service:</p> <ul style="list-style-type: none"> ▪ Alumni of the graduate fellows are required to fulfil at least 20 hours of service to OISE (e.g., develop Dean’s Scholarship, produce an international student orientation etc.) post-fellowship.

Pennsylvania State University

<p>Overview (PSU)</p>	<p>College of Education International Programs Leila M. Bradaschia, Director of International Programs</p> <p>Student Teaching Away and Abroad: Student teaching away (Pierre, S.D.), abroad (Sweden-one semester) and internationally (short-term, five to eight weeks in Australia, China, Costa Rica, Ecuador, England, Greece, India, Ireland, Italy, Japan, New Zealand, Russia, Scotland, Spain, and Turkey after a twelve-week student teaching placement in Pennsylvania).</p> <p>Consortium for Intercultural Reflective Teachers: Two-year program which includes a class at PSU with travel to England and Sweden during spring break; junior year abroad.</p> <p>Other Undergraduate Opportunities Abroad:</p> <ul style="list-style-type: none"> • TESL certificate in Ecuador-summer program; post-baccalaureate certification program. • K-12 World Languages Certificate; post-baccalaureate program. • Culture and Disability study abroad program in Ireland. <p>Comparative & International Education Graduate Program</p> <p>H. Humphrey Fellows Program</p> <p>International Education Student Association</p>
<p>Who participates (PSU)</p>	<ul style="list-style-type: none"> ▪ Undergraduate students in the Teacher Preparation Program ▪ Four SoE Faculty
<p>Position within the University (PSU)</p>	<p>College of Education → International Programs Office</p>
<p>Leadership (PSU)</p>	<p>Director (non-faculty)</p>
<p>Staffing (PSU)</p>	<ul style="list-style-type: none"> ▪ Director ▪ Outreach Coordinator ▪ Assistant Coordinator ▪ Faculty sponsors of short-term program
<p>Funding (PSU)</p>	<ul style="list-style-type: none"> ▪ The College of Education funds the International Programs Office, which also receives funding from the Office of the Vice President for Commonwealth Campuses for scholarships. ▪ Faculty sponsors of short-term programs are paid through program fees.

Index of details (PSU)	International Partners: <ul style="list-style-type: none">▪ Jonkoing University, Jonkoping, Sweden▪ Tallinn University, Estonia▪ Universidad del Este, Puerto Rico (as listed by PSU) Research: <ul style="list-style-type: none">▪ ECE-Tallinn University in Estonia Internal Collaborations: <ul style="list-style-type: none">▪ Office of International▪ C&I Department and Applied Linguistics Department (post-baccalaureate ESL certification)▪ Exploring Directions in Ubiquitous Computing and Teacher Education (post-baccalaureate ESL certification)
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University of Minnesota

<p>Overview (UMN)</p>	<p>College of Education and Human Development International Initiatives Laura Coffin Koch, Director, Associate Professor</p> <p>Global Signature Grant Projects (CEHD funds for departments):</p> <ul style="list-style-type: none"> ▪ Family Social Science and colleagues at the University of Iceland will offer two cooperatively delivered online courses ▪ Institute on Community Integration and partnership with Krasnoyarsk State Pedagogical University in Russia ▪ Organizational Leadership and Policy Development and the University of Zambia <p>Global Teacher Education Program:</p> <ul style="list-style-type: none"> ▪ Nine faculty-led, short-term programs available to UMN students during winter, spring, and summer terms ▪ Twenty approved semester study abroad programs available to CEHD majors (in cooperation with the Learning Abroad Center) <p>Management of Institutional Partners:</p> <ul style="list-style-type: none"> ▪ Brazil: Colegio Heylos; University of Sao Paulo ▪ China: Beijing Sport University ▪ Guatemala: Universidad del Valle ▪ Finland: Haaga-Helia University ▪ Italy: Italian Institute of Tech ▪ Malaysia: International Islamic University of Malaysia ▪ Netherlands: Leiden University ▪ Poland: Lublin Technical University ▪ South Africa: North-West University ▪ South Korea: Seoul National University ▪ Tanzania: Mwenge University College of Education ▪ Thailand: Naresuan University ▪ U.S. Peace Corps <p>Other Activities:</p> <ul style="list-style-type: none"> ▪ I-Connect connects international students with CEHD students from the U.S. ▪ International Speakers Series ▪ Visiting Scholars Program (at the college level)
<p>Who participates (UMN)</p>	<ul style="list-style-type: none"> ▪ Faculty ▪ Graduate Students ▪ Undergraduates
<p>Position within the University (UMN)</p>	<p>College of Education and Human Development → Global Initiatives</p>
<p>Leadership (UMN)</p>	<p>Director (faculty)</p>

Staffing (UMN)	Global Initiatives Director Program Director
Funding (UMN)	<ul style="list-style-type: none"> ▪ Global Signature Grants are distributed each year to CEHD units who have exemplary global projects.
Index of details (UMN)	Internal Partners: <ul style="list-style-type: none"> ▪ CARLA: Center for Advanced Research on Language Acquisition ▪ Interdisciplinary Center for the Study of Global Change (ICGC) ▪ International Student and Scholar Services (ISSS) ▪ Learning Abroad Center (LAC)

University of Toronto – Ontario Institute for Studies in Education (OISE)

Overview (OISE)	<p>Comparative and International Development Education Centre (CIDEDEC) Kathy Bickmore, Director, Professor</p> <ul style="list-style-type: none"> ▪ CIDEDEC's mandate is to promote excellence, collaboration, and innovation in comparative and international educational research at OISE ▪ Canada-Afghanistan/Central Eurasia Education Research Group ▪ Civil Society and Education ▪ Action Research Center ▪ Diversity in Teaching initiative ▪ Seminar Series ▪ CIDEDEC Student Association
Who participates (OISE)	<ul style="list-style-type: none"> ▪ Faculty ▪ Graduate Students
Position within the University (OISE)	<p>University of Toronto → School of Graduate Studies → OISE → CIDEDEC</p>
Leadership (OISE)	<p>Associate Dean for Research, International, and Innovation (Michelle Peterson Bidali)</p> <p>CIDEDEC:</p> <ul style="list-style-type: none"> ▪ Director ▪ Program Committee
Staffing (OISE)	<p>CIDEDEC staff:</p> <ul style="list-style-type: none"> ▪ Director ▪ Lecturer/Program Support faculty ▪ Program Administrator ▪ 48 core and affiliate faculty ▪ Three Adjuncts ▪ 4 Visiting Scholars ▪ 160 graduate student researchers
Funding (OISE)	<ul style="list-style-type: none"> ▪ Grants from Social Studies and Humanities Research Council (SSHRC) ▪ OISE offers consulting and commissioned research ▪ Grants from external organizations ▪ OISE is in the process of developing and piloting a for-profit webinar-based program of professional development activities for practitioners in the field of comparative, international and development education.

<p>Index of details (OISE)</p>	<p>Internal Partners:</p> <ul style="list-style-type: none"> ▪ Centre For International Experience ▪ Munk School of Global Affairs ▪ School of Graduate Studies <p>Institutional Partners:</p> <ul style="list-style-type: none"> ▪ Australia: University of Melbourne (INEI partner) ▪ Brazil: University of São Paulo (INEI partner) and Federal University of Bahia ▪ Chile: Universidad Playa Ancha, Pontificia Universidad Católica de Valparaíso, Universidad de Chile, Universidad de Concepción, and Fundación Chile ▪ China: Beijing Normal University (INEI partner) and Shanghai Normal University ▪ Kenya: Aga Khan Academy, Mombasa, Professional Development Centre (AKAM-PDC) ▪ Singapore: National Institute of Education (INEI partner) ▪ South Africa: University of Cape Town (INEI partner) ▪ South Korea: Seoul National University (INEI partner) ▪ United Kingdom: University College London (INEI partner) ▪ United Nations: Girls' Education Initiative's (UNGEI) Global Advisory Committee (GAC) ▪ United States: University of Wisconsin-Madison (INEI partner) and the Right to Play organization
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