

International Education Faculty Survey – March 2005 IEEC (International and Experiential Education Committee)

46 surveys returned

Medians of rank (1= most important, 5 = least important).

1	Develop robust study abroad programs
3	Increase numbers of international students on campus
3	Increase the study of foreign languages
4	Increase opportunities for faculty to develop international ties
3	Reflect an international perspective in the curriculum

Do you believe that providing an international perspective should continue to be a significant component of the education offered at Gustavus? Why or why not?

- Certainly! Without a strong international perspective we could never compare ourselves to other colleges.
- Yes, it's critical. Insularity ignores broader trends in the world, reinforces various stereotypes, and will hurt the college's long-term prospects. This College is insular.
- Yes. US is becoming increasingly diverse, the world is becoming increasingly interconnected. Students, especially those with little travel / diversity experience need this exposure. It also enhances personal growth.
- Yes, and international perspective is a seminal component of a liberal arts education.
- Yes. It is part of our mission of preparing students for lives of services in a changing world. They need to have their worlds opened up. Recent political developments as well as a recent Roper public survey reveal the shocking geographical illiteracy of the US population—ignorance not matched in any other advanced industrial country.
- I would like to stress the vital importance of Study Abroad and language programs for Gustavus as higher-education institution. Although I realize budget cuts may have to be made, Study Abroad opportunities, foreign languages and international education are not the places to do the cutting for the following reasons.

First, for the past ten years, every employer survey that I have seen stresses the significance of international educational experiences for their employees. If we restrict in any way study abroad and foreign language opportunities for Gustavus students, we will hurt them in the job marketplace.

Second, competition for recruiting high school students is increasing. If Gustavus restricts study abroad and foreign language opportunities in any manner, it will seriously damage the institution's ability to recruit future students.

Third, as President Jim Peterson discussed in the recent *Gustavus Quarterly*, population demographics have changed in Minnesota and the U.S. Because of these changes, college students are requesting study abroad opportunities and foreign language instruction more and more. Furthermore, students traditionally underrepresented at Gustavus clearly want study abroad opportunities and foreign language instruction. Restriction study abroad opportunities bases on ability to pay would affect these students' opportunities to study abroad and their interest in coming to Gustavus in the first place.

Fourth, study abroad and international education are crucial to Gustavus' mission. Our current mission statement emphasizes promoting interdisciplinary and international perspectives, building a diverse community, and encouraging students to work toward a just and peaceful world. International education and study abroad opportunities make possible faculty and student fulfillment of Gustavus' mission.

Fifth, students returning from study abroad experiences contribute greatly to the classroom. They also share their experiences with other students in various campus forums such as campus organizations.

In sum, cutting study abroad opportunities and foreign language resources will hurt Gustavus and its students greatly. Gustavus cannot have an international perspective in the curriculum without these two components.

- Yes it is necessary for the success of our students and the good of the world
- Yes, most bluntly, because we're not alone in the world. Students will have increasing connections with countries and people through work and play. Knowledge of cultural perceptions is important
- Yes. New world order (particularly after 9-11) and real meaning of liberal arts education. Knowing other cultures is an essential component.
- Yes – provides Gustavus students with an opportunity to experience another culture, see themselves as part of a larger global community, see the world with new eyes.
- Yes, because of globalization the need for students and faculty to be exposed to many different activities.
- Yes. We're preparing students for the world, not just Minnesota or the US.
- The international perspective is only enhanced by going abroad (avoid academic tourism).
- No, another example of why GAC tries to do too much with too little.
- Yes, but no more so than currently. There are many long-unmet goals here, such as AAUP #1 salaries, six course loads, unfreezing academic department budgets, and maintaining affordable health insurance. All aspects of International Education, including semester/year abroad, needs to fall below these priorities in my view.
- Yes, because understanding something about another culture and experiencing it is crucial for understanding our own culture. One cannot have free, humane leaders without such understanding.
- Yes. I think the international program is attractive to prospective students and study abroad experiences broaden students' perspectives. The program also gives faculty an opportunity to enhance international contacts.
- Yes. Otherwise Gustavus would lose its identity.
- My answer to this depends on what might have to go (if anything) to provide greater support for international programs. I'd like to put in a strong STRONG nudge for greater commitment from the Development Office to support International programs. I fear our Development Office doesn't pay sufficient attention to faculty desires in terms of fund raising targets/ beneficiaries. Perhaps it is the job of the President's office to help Development establish priorities and perhaps that means a meeting with and commitment or clarification about commitments from the President. It is clear that International Programs need an endowment.
- Yes. It's consistent with the mission, it's an essential part of a good liberal arts education; GAC has achieved success and notoriety for the program
- Yes – how can one answer no – in today's world?
- Yes. We live in a world where people cannot avoid being international. We owe our students at least some exposure. Better to get some understanding of other cultures.
- Yes! Not only is it integral to our mission, but it is critical to a liberal arts education to provide that opportunity.
- Yes, especially given the college's location relative lack of diversity (in numerous senses). The experiential learning opportunities are essential to achieving the college's mission.
- Yes! Arming our students with an international perspective is absolutely vital to their future success. It is a central part of our mission statement and without it our students are incapable of social influence.
- Yes, absolutely. We are doing students a disservice if we do not encourage them to look closely at the rest of the world. Moreover we are doing Gustavus a disservice if we do not support international academic interest for the students. Students will go to other institutions.
- Engendering better understanding of other cultures, traditions, economies and levels of privilege are essential to undergraduate education in a post 9-11 world.
- Yes, absolutely. Since 82% of our students are from Minnesota, study abroad is a significant tool for broadening their horizons and helping them recognize the complexity of issues.
- Yes! It's key to our mission and it's sorely needed by our students and our nation and our world.
- Yes. Fits with our liberal art identity, Swedish Lutheran heritage, extremely valuable for students and keeps us competitive.
- Yes
- Yes, we live in an increasingly diverse and complex world. Access to international perspectives allows all of us to develop greater cultural sensitivity, which is vital for those who work toward a just and peaceful world.
- Yes, the benefits of a global perspective are crucial to the liberal arts students.
- Clearly, providing an international perspective should continue to be a significant component of GAC education, not only for the obvious value of responding to the GAC mission and equally obvious mission of

a liberal arts education, where comprehension of diverse perspectives is fundamental, but because there is now such an urgent need to understand the views and values of other peoples in an increasingly dangerous confrontation between peoples in large part due to such a lack of appreciation and understanding cross-culturally.

- Absolutely. Exposure first hand to other cultures is one of the more significant developers of tolerance, understanding and even encouragement to act from and upon and produces a much more informed perspective.
- Yes, this is extremely important for Gustavus. Hard to imagine anything but in this world/age.

Develop robust study abroad programs

- **Should all qualifying students be entitled to study abroad? (Currently the students need a 2.75 grade point, transcripts, 2 letters of recommendation, advisor signature and an essay.)**
- **If Gustavus restricts study abroad because of financial constraints, what should be the criteria for determining who goes? (Grade point, seniority – number of credits, essays, others?) If there was a cap on the number of students studying abroad do you believe that this would affect student recruitment or the quality of their education?**
- **Gustavus currently supports our own programs in India and Germany. In what other countries do you think Gustavus should develop programs similar to our India program? Would you be interested in teaching in such a program?**
 - One country in South American and one country in Africa. I can't tell you which countries those continents would be most effective and also offer the best learning environment. Ghana comes to mind.
 - Should all qualifying students be entitled to study abroad? Yes. If GAC had to restrict study, who should go? Seniors, GPA, and essays, what other programs should there be like the India program? Japan, China. Would you like to teach it? Perhaps
 - All students that qualify should get to go. I am supportive of the India program. If we develop more Gustavus programs I'd like to see as many people go as possible. If I had to choose between students I would favor the one with GPA and essay. I would favor students with a low GPA because they will not have as good a chance as others at going aboard in the future.
 - I am a great supporter of the India program. If we develop more Gustavus programs I'd like to see a bias toward programs like that (rather than in Europe or other first world nations). I would like to see as many people go as possible so I am left in favor of supporting multiple trips for a single student. If I had to choose between two students I would favor using a combination of GPA and essay. I would favor a student who had a lower GPA for instance who has finally found their academic niche which the trip supports or who has never been abroad.
 - Raise the standard for students who wish to study abroad. Allow all qualifying students to study abroad. Higher standards – more competition – fewer qualifiers. Not sure about recruitment, but raising the standard will allow only the most motivated students to qualify.
 - I don't think all qualifying students should be entitled to study abroad. If restrictions are needed I think GPA or essay. A cap may be necessary for financial reasons. We should consider China, somewhere in Latin America and possibly London. (St. Thomas has two Semesters in London programs).
 - Increase cost slightly; make scholarships available; favor non-English speaking and non-western countries in cost structure; develop new programs and seek funding (long-term). Yes, it would offset enrollment and education!
 - Qualified students should not be prohibited from studying abroad. The failure here is a failure by the college to commit financially to International education. The only financial constraints are that the college has chosen not to raise endowment for funding students to study abroad.
 - Yes, definitely. I would like to teach in Mexico but any other country interests me; will allow me to expand my field of knowledge. I wouldn't mind spending six months in Mexico either teaching or coordinating courses once in a while.
 - I think all qualifying students should be entitled to study abroad. If restrictions are required I think the GPA should decide who goes and who doesn't. But I also think that this will affect student recruitment. I also would be interested in teaching an abroad program in Northern Ireland.
 - Latin America (especially Mexico) perhaps in conjunction with a near American studies program. (American defined as Canadian as well as Mexican)

- I think if there had to be constraints on the students the studied abroad it should be on GPA or essays, not seniority. It would affect student recruitment but not necessarily their quality of education. I would love to help teach such a program especially in Central/ South America
- I think we could boost the GPA needed, perhaps. I most definitely think that this will affect our student recruitment. As for new places to go – Sweden makes sense ☺. Alaska connection could be rewarding but be sure to allow for diverse ADA students. I would like to assist with these programs
- If it had to be restricted seniors should have first pick. Preparation as shown with papers and projects. I would like to see a program in Mexico.
- Raise the GPA to 2.9 and raise rigor of essay; I've seen poor essays and little attention to recommendations. (Do they read recommendations or only the checked line?); Are there ways to fund the study abroad program better? Involve development – enhance an endowment;
- Raise GPA requirements, don't cap and go to a Latin American country
- I like the requirements as they are. What about a lottery for places that are fully funded with options to pay more if you don't get selected in the lottery. I also think we should go to Costa Rica or Guatemala or some other Central American country.
- This GPA is way too low, and should be at least 3.0 if not 3.25. In general, it is not our department's best majors who study abroad, but rather (but not always) our weakest. I also would favor any and all of these restrictions (GPA, seniority and essays). I have not been impressed by the appeal of the India program, either for faculty or students, and would not favor adding to our list. It is fine to give Germany a try. I'm not interested myself.
- I hope we can avoid any more restrictions than those mentioned above. It is hard to say where we should establish our own programs until one sees what is available. with what is available. The India program should be a model in the sense that gets students out of the classroom and into the country. Given the current neglect of Africa I suggest we establish a program in Nigeria, Tanzania, Namibia or South Africa.
- I think the current qualifying standards are good. If it needed to be restricted I think GPA and essays would be the way to go. But I don't think it would affect student recruitment. I think a Japanese program and a program in an African country would be great! I would be interested in teaching, but not for a few years because of family responsibilities.
- Thailand. And I would be interested in teaching it.
- I guess I think in an ideal world the answer to this would be yes. If there are budgetary constraints then perhaps the criteria should be changed – e.g. higher GPA, more elaborate letters of recommendation etc. (The letters of recommendation I write seen kind of pointless, unless I know something really concerning about a student. I'm not sure what I write tells international education much at all.) Yes. I think a cap would have an impact on education quality overall. But I also think lots of students don't study abroad as an undergraduate and still get a good education. I don't know about student recruitment – out of my expertise. It makes sense to me that we have a diversity programs –e.g. a European one or two, a Central American one, an African one, that kind of thing. That's from an institutional perspective (and a diversity perspective). But I also am aware that sometimes programs are developed because of faculty individual interest, e.g. I know a bunch now about Northern Ireland, and it wouldn't be hard to set up a program there, and it could be really educational, but would it be too much of another Northern European thing when there is already something in Germany? Just cause I might be interested doesn't mean the institution should support it.
- Development of new programs should come from initiative of faculty wanting to develop them rather than for the college demanding it with a program someplace and trying to recruit faulty. As for criteria it should be a mix of: A significance for the student's major; B. GPA and other quality standards; C. ability to absorb some if the cost; D. other factors based on judgment of director of OIE on case by case form.
- Offer more "in-house" programs. Develop programs in countries that will attract our own students. Raise GPA, 2.75 is quite low when compared to average GPA at GAC.
- I think all qualifying students should be entitled to study abroad. I don't think a restriction will hurt student recruitment. Number one college should attempt to raise more money but if necessary cost should be shared by students. I can see the advantages of having our own programs in different parts of the world. I think we should consider which parts of the world carefully; low student interest would be a discouragement.
- I think all qualifying students should be entitled to study abroad. I think there should be a letter and maybe a slight raise in the GPA to restrict students. Would love to teach abroad.
- I think all qualifying students should be entitled to study abroad. I think the number of credits and essays should decide if a restriction occurs, but not seniority. Because of the value of IE for the college in terms of the impact on the student and the value to fellow students, the experience should not be put off until the final semester or year.

- Yes all students should be able to study abroad. How realistically could we say no given our cost and mission? If a restriction is needed I think it would affect recruitment and retention. I can't imagine a workable criterion. I think Thailand, Burma, Vietnam, Malaysia and Bangladesh would be good places to go, and I would like to teach them.
- Yes, all qualifying students should be able to study abroad. If limits have to be placed, GPA would be the best criteria. I do believe such limits would seriously hurt recruitment. Gustavus could start a program in Latin America – Mexico or Central America. I would be willing to teach such a program.
- I would say that maintaining our current levels of supporting students to study abroad and maintaining their ability to take their financial aid is crucial. I do not wish to entertain the thought that we would limit the number of students in some artificial way. I do not oppose developing new programs if that is a way to economize but I believe that the current system of allowing our students to choose from a range of programs is best. Other options might include: a Spanish speaking country, Ireland, and other countries where we have links to the curriculum. Yes, I would be interested in teaching. I have already traveled with students to Germany, the Czech Republic, Ireland and the American south. I cannot emphasize enough the importance of this experience for broadening and maturing our students.
- All qualified students should be able to study abroad. We should raise dedicated scholarship funds to underwrite the program, as insurance against revenue shortfalls. A Latin American program would be worth developing, as might a Scandinavian program (with a green / good government focus perhaps). Don't know about the viability of the German program. I would like to teach abroad.
- Maintaining GPA minimums, etc. Do not restrict by numbers, if necessary increase fee and seek more scholarship support. Capping would be disastrous for recruitment and educational quality.
- I would least like to see a policy that puts more financial burden on students such that wealthier students are the only ones able to study abroad. I also would like to see a program in Latin America and I would be willing to teach it.
- All qualifying students should be allowed to study abroad and if there must be restrictions – all of the ones listed and students with no disciplinary incidents. A restriction will hurt student recruitment and don't cap it! A program to Sweden would be good.
- All qualifying students ought to be able/entitled to study abroad. We may have to restrict the quantity of financial aid that will follow them. However, we ought to be seeking external endowment funding for study abroad. Brenda Peterson must hear this message from the president.
- Students need to pay for their travel. Offer scholarships for the poorer students.
- Yes, all students should qualify. Consider using GPA and also making clear that students with a lower one may, are encouraged to, plead their case. Give examples of instances wherein pleading could be successful.
- Study abroad should be accessible to ALL students. I am opposed to caps and object to rigid GPA standards. Sometimes poorer students find their niche while studying abroad and it is a transformative experience. We need to develop one or two Gustavus owned courses in Asia, Africa or South America in a developing nation.

Increase numbers of international students on campus

- **How should we increase recruitment of international students?**
- **How can we enhance our retention of international students**
 - We need an endowment specifically for recruiting more international students. Otherwise it would be practically impossible. Build international perspective in programs and get international students more involved in our curriculum.
 - Seek endowments from alumni who studied abroad to develop a scholarship program for international—stronger advertisement of diversity center activities.
 - I see international students coming for computer science, biochemistry, pre-med and physics. If we enhance those programs and market them, we'll draw more internationals.
 - Still Important!
 - I do not know if we can increase recruitment. I can say that retention is influenced by how much is the international perspective really valued. (i.e. are these students appreciated in their difference? Are professors interested in listening to other perspectives?)
 - Increase efforts regarding retention: inclusion once here with our own student body;
 - Which countries would like to send students to Gustavus and for what reasons? Find out how we can sell our program to students from these countries

- Twinning with foreign countries/students; targeting more wealthy / middle class foreign students (India, China, etc.)
- Help by finding alumni homestays to serve as a local/ metro family for the kids while they are here.
- Prefer we recruit domestic minorities – our priorities are reverse.
- Make our web site more mature and less high-schooly. It is a great embarrassment still. Recruit more from Europe, Japan, Australia, New Zealand, and Malaysia and fewer from Africa and S. Asia who major in the hard sciences and aren't well-prepared.
- We need to find a way to work cooperatively to recruit students. We can't do it alone. Overseas students are valuable for the education of Americans, but the primary consideration should be developing leaders in their home countries.
- I'm not sure how we could do this. Providing social and academic support as well as welcoming and appreciation (especially for the 'climate') would help enhance our retention with international students. We need better ESL support for students and teachers and more internationally based courses at least courses looking at international diversity. We also need a more diverse faculty.
- Honestly, I'd prefer recruitment of more diverse U.S. students if we have to focus resources. There is value in having international students here, but I don't think that's my priority.
- Yes. Good question. I'm not sure why students stay or leave.
- I'm not in a position to say
- We should systematically increase our profile abroad, emphasize Nobel, etc and recruit in conjunction with college activities abroad (e.g. faculty travels, band tours etc.) We need to cultivate a less hostile atmosphere for international students.
- This will be difficult. Part of broader diversity issues.
- Decrease institutional racism and "bait and switch" admission policies that misrepresent the numbers of minority students.
- Pay then more – this means building, an endured fund for scholarships.
- Financial assistance through merit scholarships and need based, ESL program, mentor program with diversity center, summer housing/work study
- We'd need to just know what hampers our ability to retrain students.
- Absolutely not at cost to institution, especially if this were to result in more difficulties for US students to go abroad. I love having International students here. But we pretty much pay them. They are a luxury.
- It would be great to increase our population of International Students. I think that first we must look at retention and why students would want to come to GAC.

Increase the study of foreign languages

- **Are there ways that we should strengthen the study of foreign languages?**
 - Emphasize the importance for a language requirement from student's first semester here. More interdisciplinary courses involving foreign language facilities and other colleges.
 - We are already doing this with the redesign of CI. Let's see if this does anything to applications for study abroad.
 - Diversify foreign languages offered.
 - I think the new language requirement is sufficient.
 - Do not cut resources for them or study abroad opportunities.
 - Promoting less studied languages instead of cutting off programs
 - The new requirement of a foreign language is an excellent move
 - This will probably occur given the new requirement
 - Let's see how it goes with the new language requirement. But I could teach a number on religion or ethics courses in Spanish.
 - Often international certificate exams here. They cost however a lot. The German certificate is \$80!
 - Alumni trips as way to build endowment and enhance international experiential life long learning
 - Add Chinese and Arabic
 - Only strategy relevant to a rigorous academic program.
 - Hire more faculty who are primarily interested in language instruction, and not so much in literature and culture. Rotating native speaker appointments, with our tenure would make some sense
 - Make studying a foreign mandatory

- I think we should be bold with our curriculum and require that student pass a proficiency exam in foreign language in order to graduate. But that might be just too rigorous for us to consider here!
- Let's see what the new graduation requirement does for this.
- Yes, this may happen with the new curriculum.
- Offer more languages; including Asian languages and Italian (do not cut Japanese!).
- I am not in favor of requiring study. I think it hurts our recruitment of students.
- Eliminate weak language programs and re-focus on our strengths. We're too small to do every thing well, or adequately.
- Yes, a language requirement is a beginning. But we should not be scaling back language offerings such as Japanese. We need to help those programs.
- I believe in this very strongly and I am studying German myself. But everything in our culture legislates against this as we do not promote study of language in earlier schooling and the world is increasingly speaking English.
- It's now a graduation requirement – at last.
- This should be happening with the new curriculum.
- Require study of a foreign language or pass a test on it.
- Well we've already requiring it with little in place to manage the demand for Spanish
- Language courses are a natural place to increase international awareness.
- Keep a diversity of languages.

Increase opportunities for faculty to develop international ties

- **How do we sustain / enhance opportunities for faculty?**
- **What kind of opportunities would you personally like to see?**
 - Having opportunities to get grants to take students one-semester courses abroad. Seek outside funding to create seminars aboard for faculty. Incorporate experiences with new courses.
 - I was unhappy about the demise the connection with Kansai Gaidai. I think we need to be careful about unlimited proliferation in programs but would like to see students encouraged to go to non-western and non-English speaking programs. Unless they are English majors or other for whom particular programs are appropriate for professional reasons.
 - Maintain faculty exchange program, but encourage faculty to develop their own international ties.
 - We should continue the social justice summer trips and seek other programs with a different focus but a similar travel component. Opportunities for faculty exchanges would be wonderful.
 - Exchange for brief periods
 - Exchange programs for faculty and faculty study trips
 - Seminars abroad (I know funding was ? but the president is giving money for the Namibia trip). Travel money for international conferences
 - Provide more/larger need grants to develop j-term courses abroad
 - More opportunities in Scandinavia, UK, Germany and the Baltic States
 - Summer trips for working/studying/teaching (our own students or others') abroad
 - It seems to me (no data!) that those who wish to make/teach abroad connections do so (i.e. opportunity is supported)
 - Faculty exchange (maybe with in the US with a minority college)
 - Summer programs with financial support to study and make connections.
 - Provide professional development accounts. Have a lottery each year for two \$5K travel grants for faculty who have never been abroad for more than a short vacation to stay a month in a new country.
 - Any extended study travel program is helpful – so long as it takes faculty into the country side. Our church connections are a wonderful asset here.
 - More money for travel to international conferences.
 - Faculty could be encouraged to spend leave years abroad. There is a glaring lack of administrative support right now for faculty scholarship (I'm not talking about money so much as about lack of interest, lack of attention, etc). I think Bob Weisenfeld does the best he can in getting info out of faculty about research/ study opportunities abroad, but the information isn't frequent enough or concrete enough. I have really appreciated the SLSJ programs that have enabled faculty to incorporate service learning and social justice perspectives in their classroom and the "carrot" is getting to go somewhere interesting out of the U.S.
 - Support sabbaticals with purpose of developing or enhancing a GAC study abroad program.

- More travel grants; of course this costs money.
- More support for attending international conferences or doing international research.
- Form more partnerships with other institutions and encourage faculty exchanges.
- Better funding for non-conference travel.
- The service-learning for social justice program has taken faculty to Ireland, Cuba, and Guatemala and Africa is planned for 2006. I also applaud the international education office for supporting faculty to travel to a country to prepare for a J-term of semester program in that location. This assures a quality program.
- Find a fourth-year leave specifically for international study for Faculty.
- Summer funding for faculty with special projects abroad. Faculty Department has been doing pretty well but eliminate the service learning diversion.
- More options like the faculty social justice for service learning trips. More awareness of other options – funded outside of GAC.
- More for administrators so this isn't just faculty, but a campus wide opportunity – position exchanges!
- We need a faculty development program that is driven by the priorities of the academic program. Unfortunately we don't have a clear vision for the academic program.
- Our concern should be much more for the students than for us, as we have other opportunities.
- The SLSJ opportunities are good. This would be a good program to endow. Why not find a donor who would endow such a program and invite that donor to travel with the faculty.

Reflect an international perspective in the curriculum

- **What should we be doing both formally in the curriculum and informally on campus to enhance international perspectives?**
 - Seek funding for summer workshops that focus on this. Encourage and reward faculty who take initiative to "internationalize" their courses. This should be emphasized in first year, third year, tenure year, and promotional to full professor year. Find funding for faculty to attend over workshops on this.
 - This is more important to me but in order to accomplish this we may need to Increase opportunities for faculty to develop international ties
 - Promote diversity though teaching – several different ways to do this (cultural components of courses, particularly travel courses).
 - In departments where a course in a particular area could be offered, we should make a goal of hiring faculty with a significant international expertise (say having international themselves). Departments where this strategy would yield the greatest dividend might be geography, history and languages.
 - Gustavus cannot have an international perspective in the curriculum without study abroad opportunities for all students, resources and foreign language instruction and faculty with international interests and ties.
 - Public recognition, perhaps reward of those departments offering an international perspective. Hiring of faculty and staff that reflects commitment to world affairs. Course development funds for those faculty wanting to increase or add international components into course.
 - Intentionally develop more courses related to so-called "third world countries" and emphasize study abroad anywhere. Support area studies at the administrative level (resources for programs).
 - We need to continue to give our students the opportunities to study abroad to be competitive with other schools.
 - This is already done in many departments
 - Have some serious faculty discussion in groups and/or retreat – type settings on how feasible it is to incorporate more teaching materials from other cultural and ethnic perspectives.
 - I believe we need to be able to sustain what we have. It has to be inherent in liberals arts curriculum; increase endowment, find a donor!!!
 - Weekend entertainment: foreign films of high quality (to keep students here on the weekend), exhibits, performances, concerts (from foreign countries)
 - Doesn't have to be international to be experiential (plus then it's cheaper)
 - Hard to shift curriculum
 - Irrelevant in many cases
 - We have adequate emphasis in this direction already.
 - This seems to be already happening. I think it is important for students, but it is coming along.
 - Provide support (both time and money) for developing courses that would reflect international issues

- How about a link from the International Studies office website that went to descriptions of the ways faculty incorporate international perspectives into their teaching or scholarship? That would be fascinating and provide contacts for others of us thinking about doing something like that. Or links to web news resources abroad – e.g. The Guardian, Al Jazeera, International Herald Tribune, etc (I have these linked from my own home page). Or a requirement in our curriculum that X number of courses students take to graduate must have an international perspective (yikes – is anyone willing to tackle the curriculum AGAIN?). I'm not the best person to answer this question because honestly I have enough of a struggle getting my students to understand domestic issues, not to mention international one. In some ways my students would prefer to focus on the international because it's easier for them than exploring ways they're involved in a racist society (etc.) in the U.S. But I strongly believe that given the world as we have it now, we are doing a huge disservice if we aren't getting students to grasp the importance of understanding what's going on in the world at a deeper level. Even reading international news online would be a good thing for a lot of our students (and faculty too)!
- I think this may already be in place in some departments and programs. Others may not be so easy to "internationalize".
- The ability to teach abroad for a semester – perhaps during the summer so you wouldn't even need a leave. We also should be searching for ways to incorporate international perspective into every thing we do.
- We need to strengthen our offerings on Asia in particular. One way of doing this would be to have more links in our curriculum to the India program or study abroad in Japan.
- This is an important adjunct to the opportunity to study abroad but will never be an adequate substitute. I believe a more careful plan for the coordination of GAC curriculum and study abroad opportunities would be a useful goal.
- Revise Curriculum II and Curriculum I courses; require an international component in all gen ed courses – coordinate those efforts with admission and institutional retrenchment – whoops! I meant advancement! – so our profile of students admitted corresponds with goals for an aware, engaged student body.
- This is happening. Make Study Abroad experience a requirement.
- Focus, focus, focus. We have to establish priorities and advancement, the academic program and to a certain extent Student affairs have to focus on programs and fundraising that allow us to enhance access to international perspectives.
- I am concerned about the comparatively little attention that is truly given the serious study of other societies and cultures at Gustavus, particularly in the unsubstantiated validation of courses for the Gen Ed non-Westerns Cultures requirement in Cur I courses (many only broaching the subject with embarrassing superficiality) and absolutely no formal vehicle for teaching any non-western Cultures whatsoever in Curr II courses (despite the claims/hopes/intentions that there is such attention or will be). All of the courses that do not seriously treat the study of non-Western culture should not be credited with doing so, else the inadequate fulfillment of the mission statement and inadequate introduction to a truly international perspective be perpetuated at Gustavus.
- Almost all courses can have International components. Indeed, I believe many already do, and IEEC needs to be making this clearer to all sorts of people.
- Yes, we need to strengthen our curriculum. I think an international requirement is appropriate. Or maybe we could take the approach of "International Across the Curriculum". There are many other things we could do to strengthen the curriculum... require either study abroad or International Perspectives Course; seminars; current event discussions; etc.