

Responses from International Programs Advisory Committee to Internationalization Discussion December 9, 2008

1) What are the top two regions of the world that are particularly important for our College and why?

...this is going to vary from one faculty member to the next. I would argue that Scandinavia is one of the most important - it seems like that is where we look to for innovation. After that it is probably those regions with fast growing plantations, but that crosses lots of regions.

... Asia because of the import/export possibilities and South America- because it is close and we have relatively few linkages there now.

2) What are the top two global issues or problems that can be addressed by the science, creativity, or outreach of our College?

...again will depend on faculty responding. My interest is in global competitiveness - this is basically what OWIC is all about.

... I think we need to play a role in how forests can help mitigate global climate issues.

3) What other global issues are particularly important for our students to be exposed to?

...diversity in thinking and approach to global issues. For example, with respect to climate change, Europe is way ahead (as is much of the world). Many of our students don't even realize there is a world outside of Oregon - this may be a slight exaggeration, but sometimes I wonder.

... Students just need globalization in general- most undergrads are woefully ignorant of global issues- as I and many others were at their stage of education. We need to work to expose them to global issues wherever possible.

4) What is the most important thing we can do to support our faculty in advancing our international agenda?

...provide leadership. Funding is important, especially for new faculty, but leadership is the most important issue. How many faculty have something "international" in their position description?

...[most international projects] derived from faculty making contacts either through the web, at meetings, or through visits. Establishing ways to encourage such travel and interaction will lead to development.

In the absence of resources- the best thing to do is to widely circulate possible programs for cooperation in hopes that they spark interest by one or more faculty members to make something happen.

5) How can we support students in becoming more globally literate?

...be more literate ourselves. Provide them opportunities to learn (sometimes mandatory).

... Incorporate items not classes. The tours are nice- but they are limited access- well beyond the financial capabilities of most of our students.

6) What are the two main barriers to increased internationalization of our College?

...leadership focus on cost-cutting.

...again, leadership focus on cost cutting.

... Money and money- the College keeps harping on this internationalization- but even when it did put resources into the program- those were administrative dollars. Look at the list of international projects- most were faculty driven and had nothing to do with an international associate deanlet. They derived from faculty making contacts either through the web, at meetings, or through visits. Establishing ways to encourage such travel and interaction will lead to development. Signing agreements with other universities will not unless the college is prepared to offer resources to make something happen. So far- that has not occurred. In the absence of resources- the best thing to do is to widely circulate possible programs for cooperation in hopes that they spark interest by one or more faculty members to make something happen.