

Taskforce on Global Education
Infrastructure and Development Subcommittee
Dr. Harvey Charles, Kathleen Smalldon, Shelley Silbert, Mary Lane-Kelso
DRAFT RECOMMENDATIONS

April 28, 2008

The NAU Strategic Plan identifies **Goal 4: Global Engagement** as key in the university's efforts to "*cultivate an educational community that promotes awareness of a diverse and changing world.*" While global engagement is the focus of this subcommittee, many of the recommendations are strongly connected to other goals within the strategic plan, particularly Goal 1: Learning-Centered University. The Infrastructure and Development subcommittee recommendations listed below offer a starting point and the highest priorities identified for action within the next year into the future.

INFRASTRUCTURE

#1 *Center for International Education Space*

Issues and context: The Center for International Education is currently occupying offices located in Tinsley Hall, a residence hall. Current office space was originally intended to house 6 staff members. Currently 21 staff members occupy the space to which five converted dorm rooms have been added, two of which are paid for to the tune of \$20,000 per year. Each office or room is occupied by no less than two people with the exception of senior staff. In addition to this, problems with noise, the conduct of students in the hallways (particularly in terms of how they choose to clothe themselves) and the biannual overflowing of the sewer systems make this space extremely incompatible with the professional activity of the Center for International Education.

The office situation is also very problematic particularly for advising activities which require confidential space. With at least two advisers to an office, it is impossible to conduct confidential meetings with international students or prospective study abroad students.

At most universities where global education is a priority, housing facilities for short-term visiting scholars is made available either free of charge or at a steeply discounted rate. No such facility exist at NAU and this proves to be both an inconvenience and an embarrassment when we are unable to offer similar courtesies extended to our faculty when they are visiting scholars at partner institutions overseas. Currently, visiting faculty compete for student housing and must also pay for such housing at the same rate as students. Visiting faculty are also constrained by the demands for residential space on campus and restricted to a schedule that allows for fall or spring semester housing and precludes summer extensions. Even this arrangement for visiting faculty may become increasingly difficult as NAU enrollment grows and demand for student housing increases.

Areas' studies programs at NAU do not have a collaborative physical space with opportunities to coordinate efforts and resources with CIE. Integrating Area Studies into the CIE space connects discrete programs and activities among international components that will support programs' efficiencies, effectiveness and communication. A physical structure that addresses CIE's need for more and appropriate office space and that can also serve the other infrastructure needs of global education at Northern Arizona University is desperately needed.

Objectives identified within the NAU strategic plan closely connected to these issues call for efforts to "Enhance vibrancy of campuses and communities"; "Provide high-quality facilities and space for academic, research, and

student life activities”; “Provide student life, learning services, and faculty support programs that respond efficiently to the needs of each site”; “create an environment that embraces our diverse student population to promote a successful university experience”; “strengthen international success on campus through culturally sensitive business practices in all offices and functions”; “create international living-learning communities to bring international and U.S. students together toward increasing global awareness”; and “cultivate communication among students, staff, and faculty across organizational divisions”.

Goal: Adequate and functional office space for CIE staff and administration

Objectives:

1. Allocate adequate funds to the capital budget for current CIE staff and work space as well as future growth in the new building.
2. Work closely with the Provost, the University Space committee, University Advancement and other entities to develop a strategy for housing CIE in an international living/learning facility. In all likelihood, this would have to be part of a new building project on the campus. Recommend that CIE be assigned to a facility with at least three floors that could provide diverse and multi-functional space and assist in advancing the global agenda on the NAU campus.
3. Designate sufficient space for growing staff and advising programs within the Center for International Education.
4. Integrate (free or steeply discounted) housing opportunities for visiting scholars into the design and development of the new housing complex.
5. Integrate space for cross cultural programming in such a facility.
6. Evaluate and integrate office space that might also embrace areas studies programs, e.g. Latin American studies, Asian Studies. Such integration can lead to closer collaboration between the Area Studies programs and the CIE which can ultimately advance the prominence and presence of Area Studies on the campus.
7. Allocate rotating office space for visiting scholars.
8. Investigate designating a fund to support area studies programs.

#2 *Development Personnel and the Center for International Education*

Issues and context: To date there is no development officer designated for the Center for International Education and funding for international education has not been set as a university fundraising priority. Global education is generally well received by the public, particularly in the post-911 environment. People understand the need to think globally.

Objectives identified within the NAU strategic plan closely connected to these issues call for efforts to “work to grow state and private financial resources to support identified enrollment goals and to help students enroll and persist at the university”; “increase scholarship opportunities for study abroad, student exchange, and international recruitment”; “create a progressive climate that encourages innovation, entrepreneurial activities,

collaboration, philanthropy, and forward thinking”; and “cultivate a culture of philanthropy among faculty, staff, students, parents, and alumni”.

Goal: Assign a development officer to the Center for International Education

Objectives:

1. Work with Deans, Provost, VP for Advancement and President to make global education a high priority and an organizing principle for fundraising at the university.
2. Assign a full-time development officer to the Center for International Education.
3. Determine reporting status for a full-time development officer pending discussions with key personnel, including the new VP for Advancement, and budget, etc.
4. The position would focus on the development priorities reflected in the recommendations to be issued by the Taskforce on Global Education.

#3 *Phi Beta Delta Honor Society*

Issues and context: Currently there is not a Phi Beta Delta Honor Society Chapter at Northern Arizona University. From the Phi Beta Delta Website: “Phi Beta Delta traces its background to the eighteenth-century founding of Phi Beta Kappa. In the nineteenth century, Greek fraternities divided into the social, professional, and academic Greeks. Phi Beta Delta is an academic and professional society, unique because it is resolutely interdisciplinary and international. Its formal organization brought together numerous pre-existing internally-oriented campus groups. Its goals are:

- to recognize the scholarly achievement of international students and scholars, who have studied abroad and faculty and staff who are involved in international activities
- to serve as a vehicle for the development of academic-based international programming
- to provide a network on each campus of faculty, staff and students involved in international endeavors
- to extend this network to thousands of members in chapters throughout the world.

Goal: Establish a chapter of the Phi Beta Delta Honor Society at Northern Arizona University.

Objectives:

1. Formally recognize faculty efforts related to infusing global perspectives in the curriculum, supporting international academic experiences for students, and supporting international programming on the campus and in the local community.
2. Seek the creation of a chapter of phi beta delta on the NAU campus that will help to facilitate recognition and network connections around international endeavors.

DEVELOPMENT

#1 *Scholarships to support study abroad*

Issue and context: Nationally less than 1% of U.S. college students participate in study abroad programs. This equates to approximately 225,000 students out of 15,000,000 in higher education. In addition, students are more likely to spend less time overseas than in previous years. The majority of students spend a semester abroad or simply take advantage of short-term summer study abroad opportunities that may last anywhere from two weeks to 8 weeks. Statistics show that in fact a year-long study abroad experience will have a greater impact and value on a student's college experience. Given its size, the number of NAU students who participate in study abroad, approximately 200 per year, is not very impressive.

Average cost for a study abroad program through Northern Arizona University costs \$13,000-\$14,000 a semester. NAU offers a small number of restricted scholarship opportunities that will cover international study or travel expenses related to international study. There are no college specific "international" scholarships at this time. Bilateral exchanges offer a way to lower the cost of international study as well as raise awareness of international education. Currently NAU has MOUs or bilateral exchange student programs with upwards of one hundred institutions.

Objectives identified within the NAU strategic plan closely connected to these issues call for efforts to "increase scholarship opportunities for study abroad, student exchange, and international recruitment"; "Work to grow state and private financial resources to support identified enrollment goals and to help students enroll and persist at the university"; "Increase the international campus community through development of partnership agreements with universities and programs worldwide"; and "Cultivate a culture of philanthropy among faculty, staff, students, parents, and alumni".

Goal: Increase funding opportunities through scholarships and bilateral exchanges that result in greater participation of Northern Arizona Students in study abroad programs.

Objectives:

1. Expand learning abroad opportunities to include internship abroad and research abroad.
2. Continue to develop capacity in global education through bilateral exchanges that enable an NAU student to pay the same tuition as if they were studying at one of the Arizona campuses. An added benefit of bilateral exchanges is that greater numbers of international students will come to study on the NAU campus.
3. Build partnerships within programs of study and colleges to more fully integrate international education across disciplines and support bilateral exchanges.
4. Identify current scholarship opportunities through the NAU Foundation.
5. Focus on building scholarships that provide expenses over and beyond the cost of education such as airfare for students to participate in these programs or subsidies for students to participate in faculty-led short term programs in the summertime. Strive to design fund opportunities that offer the most flexible criteria for students.

6. Minimize the footprint of private study abroad provider programs for study abroad on the NAU campus as the required costs are prohibitive for most students.

#2- Faculty Led Short-Term Study Abroad Programs

Issues and context: The Center for International Education has a small pool of funding that it may allocate to faculty developing new short-term study abroad programs. The process for disbursing these funds has recently been revamped and is much less cumbersome for faculty interested in a small stipend. As the university escalates its efforts to expand the number of short-term study abroad programs, this pool of funding will need to incrementally increase to sustain the growth.

Objectives identified within the NAU strategic plan closely connected to these issues call for efforts to “promote international learning and experiences to advance learning and workforce preparation in a global, culturally diverse, and technological world”; “cultivate programs and practices that increase integration of curricular and co-curricular programs in learning communities”; “promote international learning and experiences to advance learning in a global, culturally diverse, and technological world”; “strengthen faculty and staff expertise for promoting achievement of diverse learners”; “develop cooperative education, study abroad, and other active learning experiences”; “use the university’s abundant cultural and artistic resources to enhance our engagement with the community and the world”; “build foreign language programs, experiential learning opportunities, and campus engagement for study-abroad returning students”; “support diversity initiatives, including those focused on people of color, persons with disabilities, gender, socio-economic status, and underrepresented groups”; “increase student learning about societies and cultures throughout the world”; “reward progress toward university goals and priorities”; and “strengthen faculty development with programs to promote commitment and excellence in teaching and mentoring”.

Goal: Increase funds available to support the development of new short-term study abroad programs and courses that is scalable and sustainable in light of NAUs strategic initiatives.

Objectives:

1. Use the revised CIE selection process to identify strong short-term study abroad proposals.
2. Develop a separate funding source that could accommodate a more competitive application process and possibly a larger stipend for faculty developing short-term study abroad programs.
3. Investigate and pursue grant sources from private and/or corporate organizations that may supplement current funding.
4. Investigate designating a fund to support area studies programs.

#3- Funding for global experiences infused with global learning

Issues and context: The Taskforce on Global Education is in the process of identifying existing ways in which NAU offers global experiences infused with global learning. It is clear, however, that NAU needs to continue its progress on integrating global learning into the curriculum and across disciplines. One example of a new program is the Global Engineering College, which combines second language acquisition, study of an engineering

major, and study/internship abroad. This model was pioneered at the University of Rhode Island and is operated as a 5-year program. During the fourth year, each student is required to do an internship in France, Germany, or Spain. Students use the language and work in the host country. Additional programs that integrate global experiences with global learning must be offered across the academic colleges for NAU to be truly considered as a global campus.

Objectives identified within the NAU strategic plan closely connected to these issues call for efforts to “promote international learning and experiences to advance learning and workforce preparation in a global, culturally diverse, and technological world”; “cultivate programs and practices that increase integration of curricular and co-curricular programs in learning communities”; “promote international learning and experiences to advance learning in a global, culturally diverse, and technological world”; “strengthen faculty and staff expertise for promoting achievement of diverse learners”; “develop cooperative education, study abroad, and other active learning experiences”; “use the university’s abundant cultural and artistic resources to enhance our engagement with the community and the world”; “build foreign language programs, experiential learning opportunities, and campus engagement for study-abroad returning students”; “support diversity initiatives, including those focused on people of color, persons with disabilities, gender, socio-economic status, and underrepresented groups”; “increase student learning about societies and cultures throughout the world”; and “strengthen faculty development with programs to promote commitment and excellence in teaching and mentoring”.

Goal: Raise awareness and seek funding that directly supports new initiatives that integrate global experiences with global learning.

Objectives:

1. Design a president’s grant related to internationalization on campus that advances global engagement through global experiences infused with global learning.
2. Based on priorities identified by the curriculum subcommittee of the task force, advocate and identify a pool of funds that support the creation of global learning programs. Maybe allocate a percentage of dollars to departments to specifically enhance existing courses?

#4 Funding for faculty involvement in teaching/research activity abroad.

Issues and context: Fulbright scholarships remain the most common way to fund faculty involvement in international teaching or research activities. Faculty are also provided with an opportunity to lecture at a Chinese university for one or two weeks each year. Funding for this specific program is provided by the Center for International Education in the form of a stipend from an account restricted to activities involving Chinese Universities. In addition, the host university in China pays for the faculty member’s room, board, ground transportation and sightseeing. The stipend helps faculty members defray the cost of their airfare to China. Other than funds through USAC (our partner that manages study abroad programs around the world) NAU faculty have no other readily accessible funds to support such activity in other parts of the world.

Objectives identified within the NAU strategic plan closely connected to these issues call for efforts to “promote international learning and experiences to advance learning and workforce preparation in a global, culturally diverse, and technological world”; “promote international learning and experiences to advance learning in a global, culturally diverse, and technological world”; “strengthen faculty and staff expertise for promoting

achievement of diverse learners”; “develop cooperative education, study abroad, and other active learning experiences”; “build foreign language programs, experiential learning opportunities, and campus engagement for study-abroad returning students”; “increase student learning about societies and cultures throughout the world”; “reward progress toward university goals and priorities”; and “strengthen faculty development with programs to promote commitment and excellence in teaching and mentoring”.

Goal: Enhance funding opportunities to support NAU faculty in teaching and research activities abroad

Objectives:

1. Encourage faculty to take advantage of research/teaching opportunities through NAU’s China partners.
2. Expand and design a sustainable funding mechanism for supporting faculty teaching and research activities in other parts of the world.

#5 *Funding for emergency loan fund for international students.*

Issues and context: NAU students have access to a small pool of emergency loan funds to help pay for a variety of expenses but guarded by rigid criteria. International students also have access to this funding, however, the administrative structure is not ideal for managing an emergency trip home.

Objectives identified within the NAU strategic plan closely connected to these issues call for efforts to “expand support services for students”.

Goal: Offer an emergency loan fund that responds quickly and simply to international student needs

Objectives:

1. Allocate or raise a minimum of \$20,000 for this emergency fund.
2. CIE will serve as the administrative unit responsible for managing and disbursing funds from this account.
3. The fund will assist international students who face unanticipated crises in their lives, such as returning to their home country on account of a death or major illness in the family and need a short-term loan to tide them through that difficult time.

#6 *Endowed positions that support global education*

Issues and context: The College of Arts and Letters has been advocating for quite some time to add a faculty line focused on Islamic studies. Given events on the global state and the increasing focus on both the Middle East and Islam, it is even critical that NAU integrate and foster greater understanding for these diverse cultures and countries. A faculty line for Islamic Studies is progressing rapidly through the NAU Administrative channels as of April 2008.

NAU has long been known as a university that excels in education and research in the environment and sustainable systems. More recently, NAU has committed to addressing the challenges of climate change

through the American College and University Presidents Climate Commitment. Given the international significance of environmental challenges and solutions and increasing global attention on climate change, faculty from disciplines across the campus recognize the importance of NAU's work at the global level. An endowed chair in "Global Issues and the Environment" will increase international partnerships in research and education in the environment, expand opportunities in student study and research, and help to infuse a global environmental perspective into the curriculum. This fits with NAU's strategic plan goal #3 on Sustainability and Stewardship of Place." In order to insure that such positions are secure into the future external funding should be sought.

Objectives identified within the NAU strategic plan closely connected to these issues call for efforts to "promote international learning and experiences to advance learning and workforce preparation in a global, culturally diverse, and technological world"; "promote international learning and experiences to advance learning in a global, culturally diverse, and technological world"; "strengthen faculty and staff expertise for promoting achievement of diverse learners"; "develop cooperative education, study abroad, and other active learning experiences"; "increase student learning about societies and cultures throughout the world"; "strengthen and expand freshman experience and first-year academic programming"; "and "recruit and retain highly qualified faculty and staff with a commitment to service in support of undergraduate, graduate, and professional education."

Goal: Identify and pursue funding for endowed positions that directly support global education

Objectives:

1. Secure an Endowed Islamic Studies position for Arts and Letters (\$1.5 million for a chair position)
2. Secure an endowed position related to environmental sustainability and global education

#7- Funding for improving library and research materials in support of global education initiatives, increased numbers of international students, and faculty teaching and research.

Issues and context: As the university continues to expand and advance its efforts around global engagement and the integration of global learning into the curriculum it is necessary to provide an information and resource structure that adequately supports strategic initiatives.

Objectives identified within the NAU strategic plan closely connected to these issues call for efforts to "support library information services and infrastructure to ensure wide and readily available access to learning technologies and research and educational materials"; and "increase student learning about societies and cultures throughout the world"

Goal: Identify and pursue funding and library resources that support global research and learning.

Objectives:

1. Select and acquire print and electronic books
2. Select and acquire audio/video materials

3. Select and acquire electronic databases

If you have questions or comments, feel free to contact the chair of the Infrastructure and Development Subcommittee, Kathleen Smalldon at Kathleen.Smalldon@nau.edu.