FINAL REPORT

ACE LABORATORY TEAM

INTRODUCTION

Fairleigh Dickinson University (FDU) accepted an invitation from The American Council on Education (ACE) to participate as a founding member of the Internationalization Assessment Laboratory.

Adopted in April of 2000, FDU’s mission statement commits the University to being “a center of academic excellence dedicated to the preparation of world citizens through global education.” In the four years since this new mission statement was instituted, the University has made significant progress toward its fulfillment, and yet much remains to be done.

The largest private university in New Jersey, FDU, is a non-sectarian, coeducational institution comprised of four colleges offering programs on the undergraduate, graduate and professional levels, with two major campuses in northern New Jersey. The Metropolitan Campus, located in Teaneck, is approximately four miles from New York City. The College at Florham, located in Madison, is in a suburban setting approximately 25 miles from New York City. FDU also has a campus in Wroxton, England.

Fairleigh Dickinson University is accredited by the Commission on Higher Education of the Middle State Association of Colleges and schools and is licensed by the New Jersey Commission on Higher Education.

The Metropolitan Campus, with minority and international students comprising nearly one-third of the student body, offers degrees from the associate to the PhD and is comprised of the following colleges:

- University College: Arts, Sciences, and Professional Studies
- New College of General and Continuing Studies
- Silberman College of Business

The College at Florham offers baccalaureate degrees and masters’ programs in selected disciplines. It serves a large residential undergraduate population, as well as graduate and adult students. Studies are offered through the following programs:

- Maxwell Becton College of Arts and Sciences
- Silberman College of Business
- New College of General and Continuing Studies (administered from the Metropolitan Campus but offers courses on both Campuses)
- University College (administered from the Metropolitan Campus, but offers courses on both campuses)
The **Wroxton College**, located in Oxfordshire, England, is the British campus of the University. Students at Wroxton participate in an academic program offered by a resident British faculty and visiting British scholars.

**Leadership Team**

The Fairleigh Dickinson University ACE Laboratory Team was formed in the summer of 2003. Representatives from the Metropolitan and Florham campuses constitute the 19 member team with representation from faculty, professional staff, and administration. Representatives from several different academic departments are included. The goal of the ACE Laboratory Team was to assess FDU’s efforts to date toward globalization. While there are a number of initiatives in place, this Team was charged with the task of assessing the effectiveness of those initiatives and providing recommendations toward improving the University’s efforts to become a leader in global education.

**METHODS**

The Labteam began with a series of meetings of the 19 team members which involved discussions of our charge and conversations regarding definition of a “global citizen.” It became apparent early on that the committee as a whole agreed that we did not have a definition of a “global citizen” that all members agreed with. However, we did agree to accept as a close approximation of a definition the outcomes for global education that had been proposed by a group of UC faculty members who spent a week long retreat in Wroxtan, England, in the summer of 2000. These outcomes, listed in the document entitled, “Fairleigh Dickinson University, University College Faculty Retreat, Global Education and Curriculum Transformation, were written by UC faculty. Available at [http://alpha.fdu.edu/edtech/global.htm](http://alpha.fdu.edu/edtech/global.htm) they are divided into three broad areas: Knowledge, Skills, and Participation. Refer to the website for a listing of these outcomes in each area.

The Leadership Team utilized the *Internationalizing the Campus: A User’s Guide* (Green & Olson, 2003) to guide the internationalization review of FDU. Data collection procedures included faculty, student, and administrative surveys, interviews with faculty, staff, and administrators, review of previous campus reports including a White Paper commissioned by President Adams, Wroxton Retreat Report, and FDU websites devoted to global education. The Leadership Team met as a whole committee of 19 members on several occasions. The committee divided into subcommittees with a convener assigned to each group. During the Spring semester, the conveners met as a group on a regular basis to share the results of their data collection. Several committee members participated in ACE Laboratory meetings in November and January, which were instrumental in assisting with the review process. Results of each survey are available at [http://alpha.fdu.edu/edtech/global.htm](http://alpha.fdu.edu/edtech/global.htm).
ARTICULATED COMMITMENT

There is little doubt that FDU has made an articulated commitment to international and global issues. Besides the visible “The Leader in Global Education” designation that now accompanies the university’s name, FDU’s mission statement clearly states: “FDU is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multidisciplinary, intercultural and ethical understanding necessary to participate, lead and prosper in the global marketplace of ideas, commerce and culture.”

UNIVERSITY:

The commitment to Global Education is reiterated in President Michael Adams’ “Global Welcome” letter available at http://www.fdu.edu/visitorcenter/adamswelcome.html. One of the President’s initiatives was to require every undergraduate student to enroll in one online course each year. One of the reasons for this requirement is the university’s commitment to global education, as distance learning facilitates contact with the world at large. In the effort towards internationalization, new offices were created, including Interdisciplinary, Distributed, Global Learning [http://globaleducation.edu/], the Office of Global Partnerships [http://www.fdu.edu/studyabroad/], and the Office of International Student Services [http://alpha.fdu.edu/ucoll/iss/isshome.html]. The University Core [http://www.fdu.edu/academic/ucore.html] has clearly defined its mission in relation to global education and has articulated a set of learning objectives. The first course, “The Global Challenge,” has received national recognition and is a required DL course for all FDU students. The Core, along with these new Offices, have dynamic Web pages, including forums, links, and discussions on Global Education, Global Virtual Faculty, Study Abroad, the Wroxton Campus, U.N. Pathways, Global Issues Gateway, etc. A quick surfing of FDU on the web will confirm that the university has made many attempts to launch itself as a leader in global education.

CAMPUS:

College at Florham: The second paragraph of the current Mission Statement refers to providing students with “partnerships with local and international organizations, affiliations with students and scholars around the world, and activities that draw on the College’s diverse cultures and heritages.” The current Positioning Paper includes the following paragraph on Global Perspectives: “To prepare students for the contemporary world, the College offers a global education through specific courses and majors, cross-cultural campus activities, and opportunities for study abroad. State-of-the-art technology contributes to a distance-learning program that allows students to work with faculty members from throughout the world.” The Campus Strategic Plan is being revised to “brand FDU’s name in the field of global education.” A noteworthy indication of the College’s commitment to internationalization is the creation of the Florham Scholars in International Studies program, a special residential option for highly motivated FT Freshmen
intent on acquiring a global perspective and becoming the “global leaders of their generation.”

Metropolitan Campus: The first paragraph of the 2000 Campus Identity Statement declares that the Campus “provides its students with a professionally-oriented global education drawing on the resources of the New York metropolitan region, as well as the campus’s own cosmopolitan faculty and student body.” The 2001 Strategic Plan [followed by a 2003 Status Report] includes the strategy of branding FDU’s name in the “emerging field of global education.” As of 2003, the Campus had made “some progress” in incorporating the university mission of “educating world citizens” into all academic programs. Another Campus strategy of designating “at least one residence facility for a group of international and domestic students with specifically designed cross-cultural programs and activities” was completed. Another strategy, to “utilize multicultural resources of the University and surrounding community to provide and promote culturally focused programming and global education,” made “significant progress,” according to the Status Report. Also, “significant progress” was made in the Campus strategy to “provide training seminars to faculty and staff to advance the University mission.” Finally, the Campus is developing a four-year Global Studies Program that cuts across UC, NC and SCB.

COLLEGE:

Maxwell Becton College of Arts and Sciences: The current Mission refers to “our diverse, multicultural student body.” The revised General Education Curriculum includes a 6 credit Language and Culture component that can be satisfied not only by proficiency in a foreign language, but by taking designated “culture” courses [from a broad range of existing courses in many disciplines] and/or by study abroad. The College’s CEPC includes a sub-committee on “culture” courses, and the Dean has convened a Study Abroad Task Force to work on designing foreign experiences better linked to the College’s academic programs. A number of majors and concentrations [in Theater, Literature, Psychology, Communication, Creative Writing, Modern Languages, and Political Science] have been revamped to include a global perspective, and a growing number of interdisciplinary minors, including Children’s Studies, Globalization and Society, and Women’s Studies, have an international dimension. Other minors, like British Studies and World Literature, are under development. Additionally the College has offered a series of short term language immersion programs in Spanish

University College: The current Mission refers to curricula that “broaden understanding of the global village.” The second paragraph includes: “Recognizing that future leaders must work effectively within a global framework, regardless of profession, University College stresses multiculturalism through both curricula and active recruitment of international students and adult learners.” The General Education Curriculum is being revised to include a “strong global dimension.” It will contain a list of “global competencies” with the objective of infusing them “throughout the general education curriculum.” The Schools of Criminal Justice,
Computer Science and Engineering, Nursing and Allied Health Sciences have each articulated a commitment to global education either through foreign institutional partnerships, Wroxton requirements, inclusion of international students, or global outcomes. Majors and Concentrations in Sociology, Humanities, International Studies, and Cross-Cultural Communication reveal a new focus on global education.

New College: Although the current Mission does not articulate a global dimension, some of the College’s programs do. The Metropolitan Campus Strategic Plan called for the creation of a 4-year B.A. in Interdisciplinary Studies for talented students. This program was in place by 2003 and offered a concentration in Global Issues with a clear set of objectives on what constitutes a “global knowledge base.” Another strategy was to “Establish one new off-campus location per year for the School of Hotel, Restaurant and Tourism Management,” an initiative that has made “significant progress.” Indeed both the International Schools of Hospitality and Tourism Management and Public Administration Institute and School of Administrative Science provide international articulations in their missions and their programming. An A.A. Liberal Arts major, Puerta al Futuro [Gateway to the Future], for Spanish-speaking adults has been developed in cooperation with the Hispanic Business Council of ICANJ and the Institute for Latino Studies, Research and Development. The Korean Continuing Education and Ben Gurion University programs are summer language-immersion programs offered on both Campuses.

Silberman College of Business: The current Mission in the Five-Year Strategic Plan: 2003-2008 notes the offering of “distinctive programs that blend academic excellence and practical business knowledge with a global multi-cultural orientation.” Also within the Plan is the SCB Diamond-- four governing values, including a clearly articulated “global perspective”-- that shapes the College’s vision. The Plan also includes Strategies for Engendering a Global Perspective such as “strengthening worldwide perspectives on multicultural immersion experiences throughout our U.S.-based curriculum.” The Metropolitan Campus strategy included developing both an “MBA in Global Pharmaceutical-Chemical Studies for delivery in distributed learning format” and a “B.S.in Global Business Management at Teaneck,” but “No Progress” was noted in the Status Report. On the other hand, the strategy to “Increase promotion for MBA in Global Management” has been completed, yielding students from India, Monaco, and Germany, with others expected from Australia and France. The Institute for Global Business Education focuses on the “essentials of the fast-paced global business marketplace,” offering both a B.S. and M.B.A. in Global Business.

STRENGTHS:

• The university-wide offices highlight the leadership role of FDU in global education.
• Dynamic Websites by university-wide offices highlight FDU’s leadership in Global Education.
• There is articulation on Global Education by the campuses and colleges.
• Continued strategic planning incorporating the global mission is taking place on both campuses.

WEAKNESSES:

• Reality does not yet match the claim that FDU is “The Leader in Global Education”
• Despite some seemingly positive centralized initiatives, like Distance Learning, University Core, or Study Abroad, the reality of translating these programs to the specific constituencies in the specific Colleges is not always realized.
• Some programs, such as New College’s Interdisciplinary Studies, have not been totally successful in recruitment and retention; however the director recognizes the problems and is working to rectify them.
• College Web pages are outdated and do not match up with the dynamic Web Pages of centralized FDU offices.

THE ENVIRONMENT FOR INTERNATIONALIZATION

One of the recognizable assets of Fairleigh Dickinson University is its desirable location. The Metropolitan Campus is within close proximity to New York City, and the College at Florham sits in the midst of a corporate conglomeration. The resource American Firms Operating in Foreign Countries-State Report identifies a number of companies in northern New Jersey that have significant international business ventures. Additionally, FDU owns a campus in Wroxtion, England, facilitating FDU’s mission of being “the leader in Global Education.”

Silberman College of Business Programs:


New College Puerta al Futuro Program:

This program has the objective of reaching Spanish-speaking residents of the northern New Jersey population and engaging them in a unique higher education opportunity. Students transition from beginning their academic studies in Spanish to completing their studies toward their A.A. degree in English. Students achieve both goals of fluency in English and the associate degree from FDU. This program has been developed through the University’s partnership with the ELS Educational Services, Inc., a division of Berlitz International, Inc. www.fdu.edu/academic/newcollege/gatewaytothefuture.html.
Wroxton Campus:

Ownership of this Campus is an obvious asset in encouraging our students to include a study abroad experience within their undergraduate education. Students who have attended Wroxton identify it as one of the most valuable experiences they have had during their college years. Students attending Wroxton not only have a rich introduction to English history, culture and geography, but most travel to other countries to augment their international travel and cultural experiences. Some FDU academic programs, like Becton’s communication, theater, and MFA in creative writing, all include a Wroxton experience. UC’s School of Criminal Justice also offers courses at Wroxton as do NC’s Public Administration Institute and School of Administrative Science and the International School of Hospitality and Tourism Management. The MIS [Masters in Information Systems] program at SCB also offers a distance learning course from Wroxton:  [www.fdu.edu/studyabroad, www.fdu.edu/wroxton]

United Nations Pathways:

FDU’s proximity to Manhattan has led the university to aggressively and creatively pursue a relationship with the United Nations. U. N. Pathways is currently one of the most dynamic and exciting programs being advanced within our University community. FDU is one of only three universities in the country with the nongovernmental organization (NGO) status with the U.N. Some of the opportunities for our students include the UN Pathways Series, Video Conferences with the Ambassadors, and passes for the weekly United Nations briefings. United Nations Pathway Program: [www.globaleducation.edu, [Click on Global Education at FDU, United Nations Pathway]

STRENGTHS:

- The existence of Wroxton Campus facilitates study abroad for FDU students.
- Some innovative links with international opportunities in New York City and the corporate market of N.J. have been made.

WEAKNESSES:

- FDU has not sufficiently realized the potential to create partnerships between companies with an international dimension and the University. No internship plan for students cooperative work experiences in these companies exists.
- Despite FDU’s desirable geographical location, not many international students choose to come to the College at Florham, nor is there a full service International Student Office on that campus.
- Although FDU has a special relationship with the U.N., students have not participated in all events in great numbers.
STRUCTURES, POLICIES, AND PRACTICES

ORGANIZATIONAL STRUCTURE AND PERSONNEL:

An examination of the network of offices, groups and individuals with responsibility for internationalization initiatives at FDU reveals a complex structure without a clear reporting system or central overseeing agency.

Office for Interdisciplinary, Distributed, and Global Learning: This Office, headed by Associate Provost Michael Sperling, also includes Dalila Suhonjic, Director of Global Initiatives, Diana Cvitan, the Manager of Global Learning Initiatives, and other personnel. Sperling is in charge of global learning and the curricular focus of internationalization [at the university level], and reports to the College at Florham Provost, with a dotted line to President Adams. Suhonjic, working with Cvitan, runs the UN Pathways Programs, the Global Virtual Faculty Program, the Global Leadership Seminars, and other faculty and student programming, and reports to Sperling. This is a very active Office, as witnessed by the many programs and announcements on its many Web pages [www.globaleducation.edu]. It has taken a leadership role in internationalizing FDU at many levels. All budgetary matters, if they involve activities on the campuses, are approved by the College at Florham Provost. All standard activities are also overseen by this Provost. Some off-campus activities or programs receiving external funding are not currently overseen by the Provost.

Office of Global Partnerships: Irwin R. Isquith is currently the Executive Director and, until recently, was in charge of study abroad and intercultural experiences and learning, along with articulation agreements and international partnerships. His position has changed so that he is now only responsible for agreements and partnerships, although not all the agreements taking place at FDU pass through his Office. He also reports to the College at Florham Campus Provost and is assisted by Liz Nigrinis.

The Office of Wroxton College and Study Abroad: This Office is directed by Brian Swanzey who used to report to Isquith but currently reports to the College at Florham Campus Provost. Swanzey primarily recruits students to the Wroxton Campus and directs students interested in other study abroad options. He has also helped coordinate faculty led programs and has assisted Isquith in setting up the website. He has also been enlisted to coordinate the fledgling Global Study Certificate Program originally initiated, but since given up, by SCB’s Rothman Institute. He has two part-time assistants, Debbie Steinberg at the Campus at Florham and Barbara Dziuba at the Metropolitan Campus.

Office of International and Graduate Admissions: This Office is currently directed by Tom Shea and is involved in deciding where resources will be expended to attract international students. Shea reports to Carl Viola, the Executive VP.

Office of International Student Services: The directorship of this office is currently vacant as a result of a resignation. A new appointment, who will probably continue to report to the Provost at the College at Florham, is expected.
Chris Capuano: Director of the School of Psychology at UC, he currently holds no formal office regarding internationalization, although he was the Coordinator of FDU—Israel before the branch campus closed in 2002. In this capacity he reported to the President through the Executive Vice President, Carl Viola. He continues working to set up international campuses and articulation agreements. He also serves on a Board Strategic Task Force looking at the feasibility of establishing a branch campus for international students on the Pacific coast of the U.S. or Canada.

POLICIES AND PRACTICES:

FDU currently promotes faculty engagement in global education in several ways.

1) Faculty development:
   a. Global Leadership Seminars bring speakers to address global issues at the Metropolitan Campus.
   b. Interrogating Boundaries Symposia at the College at Florham [2003-04], represents a sequence of four talks directed towards faculty interested in internationalization.
   c. Partnering with Global Virtual Faculty and visiting international faculty in research or classroom activities
   d. Workshops and conferences facilitated by the Office of Global Learning for faculty development.
   e. Global Issues Gateway Web site, developed by a faculty editorial board and designed as a teaching and learning resource.

2) Faculty incentives:
   a. Stipends are paid to faculty who put their courses on the Web. These courses may or may not have a global dimension.
   b. Stipends have been paid to faculty to develop any of the University Core classes, including The Global Challenge

When the Deans were asked what additional global education initiatives would be useful in their colleges, the Becton College Dean responded that a study abroad office is needed in Becton and the University College Dean responded that he was still in the process of changing the general education requirements to reflect global competencies. All the deans felt that they gave credit to faculty’s global education contributions in the tenure and promotion process. Some discussion took place as to whether language about global education should be put into the Faculty Handbook so that faculty efforts in this area would more “officially” count toward status decisions, but this change would have to be approved by faculty governance. Several suggestions were made on how to provide further incentives for faculty: for example granting a distinguished faculty award yearly to globalization efforts, or linking program review to the University globalization mission. The development of an institute for global learning and a reconsideration of hiring to include global education has been suggested. Becton College has, indeed, been hiring with global education in mind. In the past three years, professors in world
literature, international public relations, international organization, global sociology, and African history have been hired. According to the respective Deans, because of the professional nature of many of the programs at UC, NC and SCB, hiring individuals with global expertise is more challenging.

The faculty survey [available in the Appendix and also discussed under “Campus Culture”] revealed that most faculty [70%] agreed either “somewhat” or “strongly” with the statement that “FDU promotes faculty engagement in global education.” However, 51% of the faculty also agreed with the statement that “Barriers exist to faculty participation in global education.” And almost half the sample took the time to write out comments about what they perceived as barriers, the most frequent response indicated a concern with lack of institutional resources, lack of faculty incentives, and lack of time because of other obligations. Many also felt that a definition of global education was needed.

The policies for financial aid transferability are as follows: students who attend any semester or year-long study abroad program sponsored by an accredited institution can take their federal aid with them since they are regarded as full time students at that institution while in the program. They cannot, however, take any FDU aid with them to any non-FDU program. Regarding exchange students with institutions with which we have articulation agreements, there is usually a quid pro quo arrangement about tuition. The previous V.P. for Enrollment Management wanted FDU students studying abroad to pay the host institution’s tuition abroad and give foreign exchange students studying here a 25% tuition discount, as he thought this was a financial advantage for FDU, since foreign tuitions are in general cheaper. Since FDU financial aid, in the form of discounted tuition, does not go with the student, students with a great deal of aid often cannot afford to go abroad. Approximately 100 students will be at FDU next year through “global partnerships,” a significant contribution to revenues.

RESOURCES:

It appears that approximately $1.5 million dollars annually are being spent on salaries associated with global initiatives, and about $700,000 on operating costs, although a small portion of each of these costs don’t involve global initiatives exclusively, but include such related activities as distance learning and student recruitment.

Most of the salary money supports the Office of Interdisciplinary, Distributed, and Global Learning, the Office of International Admissions, the Office of International Student Services, and the Office of Global Partnerships. The salaries of members of Admissions who work on international admissions are included also. Operating costs are primarily in the Global Learning, International Admissions, and International Student Services Offices.

No special funds have been allocated for curriculum development. Funds for faculty international travel and research come out of college budgets for general travel and research; there are no special funds. Most faculty, and all the Deans, feel these funds are
inadequate. In general, no special funds are available for students to travel abroad, although travel to the Wroxton campus is often partly subsidized. Funds are clearly allocated for technology and distance learning, but it is difficult to tease out exactly how much of that budget is attributable to global education. It was not possible to determine how much funding goes into co-curricular international programs offered by both campuses.

**STRENGTHS:**

- New offices have been proactive in jump-starting certain aspects of internationalization at FDU.
- Theoretical support, and some financial support, exists for faculty development in the field of global education.
- Adequate funding exists for the Office of Interdisciplinary, Distributed and Global Learning.
- There is noteworthy progress in leveraging the global mission and distance learning initiative for external visibility and national recognition.

**WEAKNESSES:**

- There is no chief academic officer at the university to oversee the academic structures within the institution.
- There is a lack of direction regarding what the future policy for internationalization investment is and for how resources will be allocated.
- As noted in the faculty survey, many felt overburdened and insufficiently compensated. Faculty workload is not well defined, especially in terms of global education. Additionally, the ways in which faculty contribution to global education will count in the tenure and promotion process have not been articulated.
- There is insufficient coordination between the various international offices at the university.
- There is a lack of communication between the central offices and the Colleges themselves.
- The Colleges do not have separate budget lines to promote global education.
- There is confusion over office names and designations. The FDU Web pages can differ from the online telephone and faculty directories.
- Although some of the internationally-related offices report to the Provost of the College at Florham, most of the internationalization activities are directed from the Metropolitan Campus. Becton College, the only College with no constituency at the Metropolitan Campus, is hence not always well served by some of the global initiatives.
- Becton College, where the primarily full time, traditional age, residential population of liberal arts undergraduates at the Campus at Florham are enrolled, currently lacks a real study abroad office, an approved list of programs, and a policy on portability of financial aid to serve its 98% American students. The
College has formed a Study Abroad Task Force within the College to address some of these issues.

- Financial aid transferability for students is not always advantageous. Although Becton College has created a Study Abroad Task Force to address this issue within the College, the policy is not well defined across the university, and any recommendation proposed by Becton would, in the current arrangements, have to be accepted across the University.
- It is difficult to distinguish how finances are distributed among the various activities of the Office of Interdisciplinary, Distributed and Global Learning.
- Finally, members of the university community differ significantly as to whether there should be more or less centralization of the initiatives supporting the global education mission. This difference makes strategizing more complicated.

**THE CURRICULUM**

At Fairleigh Dickinson University, the process of internationalizing the curriculum is decidedly under way and has been for some time. To best document the process, this report has been organized into the various academic units of the university. According to the 2003 Green and Olsen *User’s Guide* “less than one-quarter of all U.S. undergraduates are required to take one course with an international focus in order to graduate” (p. 65). It is clear that FDU surpasses the national norm, but we also have quite a way to go if, indeed, we are to be “the leader in global education.”

**UNIVERSITY:**

University Core is the main university-wide academic program. It consists of a four-course, 12-credit sequence required by all FDU undergraduate students. It has recently rewritten its mission and objectives to relate more closely to the university’s global education goal, calling upon students to imagine themselves as “global citizens, looking both at and beyond their nation, their sub-national group identities, and their selves.” The interdisciplinary course “The Global Challenge” launches the sequence, exposing students to “global dialogues . . . that require broad international conversation and cooperation.” The third course, “Cross-Cultural Perspectives,” presents students with a “variety of alternative cultural perspectives.” Among the learning objectives for the Core are “Familiarity with complex global problems, including economic, environmental, conflict, and health/population concerns,” “Familiarity with multiple cultural perspectives,” and “Ability to engage in a comparative analysis of complex social, economic and political structures.” The syllabi for the two mentioned courses clearly foreground an international and global dimension in book selections and thematic content.

FDU, through the Office of Interdisciplinary, Distributed and Global Learning, has also launched an innovative Global Virtual Faculty program through its Distance Learning initiative. The GVF program provides the opportunity for FDU professors to enlist the expertise of faculty from around the world. These scholars bring a global dimension to
the learning experience by offering different perspectives to students. Participating mainly in threaded discussions, these scholars have greatly enhanced internationalization efforts across the university.

**MAXWELL BECTON COLLEGE OF ARTS AND SCIENCES:**

As mentioned under “Articulated Commitments,” this College began to internationalize its curriculum two years ago with the revision of its general education program. Becton students must demonstrate proficiency in a foreign language at the 1002 level, but must also satisfy a new 3 credit requirement. This can be met by taking an intermediate 2003 level language course, or a designated culture course, or by study abroad. The newly created category of “culture courses” should immerse students in the “living cultures of nations, societies or linguistic groups sufficiently distinct from their own.” They push students to experience and “grapple with cultural difference” in a variety of disciplines, including architecture, art, customs, geography, literature, music, media production, folklore, myth, national narratives, cuisine, and religion. Most importantly, these are courses that present voices indigenous to the foreign culture and not just speaking about that culture from the outside. The list of over 40 current courses comes from a variety of disciplines, including anthropology, art, cinema, communication, English, French, history, philosophy, political science, sociology, and Spanish. Two graduates programs, the MFA in Creative Writing and the Corporate Communication Masters Degree, offer either a module or a summer course at FDU’s Wroxton campus. Additionally, the newly revised Theater major now requires a Wroxton component in which students have extensive exposure to British theater, especially Shakespeare. A number of new courses have been designed to satisfy new minors and/or revamped majors, including the “World Folk Literature” course for the Children’s Studies minor, or the “Arab Women Writers” course for the Women’s Studies minor, or the “World Literature” course for the increasingly global focus of the literature major.

**UNIVERSITY COLLEGE:**

The General Education requirements for the College are currently being revised and reduced. One of the intentions is, in fact, to eliminate "Global Education" as a separate category, and, instead, to infuse “global competencies” throughout the entire general education curriculum. Within the College some innovative programming has emerged in Communications, where a Cross-Cultural Communication concentration and certificate are now being offered. New courses include, “Intercultural Communication,” “International Communication,” and “Culture and Communication in Film.” Political Science continues to include a number of internationally-focused courses and offers an International Studies M.A. Recently, the School of Psychology has created a new Sociology major designed with global education in mind. Some of the courses include “The Family and World Society,” “Urban Cultures: A World of Cities,” “Social Class in America and the World,” and “Population Dynamics.” In collaboration with the School of Education, students majoring in sociology and education can choose courses in Ethnicity, Immigration, Culture and World Society. The School of Education offers a Masters of Arts degree in Multilingual Education and a Master of Arts in Teaching in
English as a Second Language. Accrediting processes have also resulted in internationalizing the curriculum in both the School of Computer Sciences and Engineering and the School of Nursing and Allied Health by working with foreign institutions, drawing international students, and creating outcomes attached to courses stressing the importance of global education. The School of Criminal Justice has also moved towards internationalization by annual course offerings at Wroxton such as “Comparative Criminal Justice Systems: US and UK” and “Global Terrorism.”

NEW COLLEGE:

A relevant new program in this College is the B.A. in Interdisciplinary Studies, offering a concentration in Global Issues. Besides two seminars in “Language and Culture,” other courses include “Globalization: Nature, Causes and Consequences,” “International Organizations in the 21st Century,” “Ethics, Human Rights and Globalization,” and “World Resources, Poverty and Development.” The International School of Hospitality and Tourism Management sponsors globally oriented seminars in Europe. In addition, a new Club and Resort Management Study Abroad course was developed in the Dominican Republic last winter session with 14 students in attendance. The School also provides a globally oriented business education to FDU students. Since 1980, this program has sponsored global oriented seminars in Europe, primarily in Switzerland, with over 700 students participating over the past two decades. The Public Administration Institute and School of Administrative Science offer masters degrees with online courses at Wroxton such as “International Business” and “International Marketing.” Other certification programs include “Global Leadership and Organization,” “Global Health and Human Services Administration,” and “Global Security and Terrorism Studies.”

SILBERMAN COLLEGE OF BUSINESS:

Students in this College are being prepared “to assume positions of responsibility in a global business community,” and all syllabi in the College are expected to cite at least one global outcome or topic. As seen under Articulated Commitments, the College is undergoing curricular revisions, although a number of courses already have an international dimension. The Global MBA has been revised and updated, and the Weekend Program for Adults offers a BS in Business Management with a specialization in global business management. The Institute for Global Business Education now has an Advisory Board of international leaders which is helping to shape the global education strategy.

STRENGTHS:

- Each of the academic units is working towards further internationalizing its curriculum.
- The GVF program has proved to be, in some courses, very successful.
- Becton’s new general education requirements allow for study abroad and/or culture courses. Both draw from existing academic programming and professorial expertise.
UC’s revisions to the general education requirements promise to be global in the best, infusive, way.
NC’s Interdisciplinary Studies program, if it succeeds, could be an excellent example of interdisciplinary global education.
SCB is consciously working to internationalize many aspects of its offerings.

WEAKNESSES:

- There is no clear structure for internationalizing the curriculum and, as a result, globalization varies widely from program to program.
- There is no senior academic officer who can coordinate and support and oversee the various academic programs relevant to internationalization.
- Some attempts to globalize the curriculum have been half-hearted and fragmentary and, in some cases, non-existent. In brief, internationalization is rather widespread at FDU but is also spotty and not as well structured as it should be.
- Continued disconnect between central offices and the colleges has led to omissions, duplications, and generally poor coordination. A quick glance, for example, at one of the relevant curricular Web pages, “Global Courses,” from the Office of Global Learning provides a list of courses that does not sufficiently represent the offerings within the four colleges.
- While any course offered at FDU can be taken by any student as a free elective, there are no arrangements for certifying whether such courses may apply to the differing major and general education requirements in the various colleges. This issue is of special relevance to global education as Becton College, for example, now allows its students to take a designated Becton “culture course” to satisfy general education requirements.

STUDY ABROAD

DESTINATIONS:

FDU students have the opportunity to attend Wroxton College in England. Wroxton is owned by Fairleigh Dickinson University, and functions under the leadership of its dean, Dr. Nicholas Baldwin. Dr. Baldwin reports to the Provost of the College at Florham. Students study a broad range of subjects at Wroxton; academic credits that are earned apply to degree programs offered on our New Jersey campuses.

In addition to programs at Wroxton, an approved list of programs is in the process of construction by The Office of Wroxton College and Study Abroad. The approved list will incorporate data about programs that students previously have participated in as well as accredited programs available through other institutions.
The Wroxton program has grown significantly over the past few years. From 1993-2004, for example, 591 students have attended a semester at Wroxton.

The International School of Hospitality and Tourism Management is currently engaged in outreach with other Universities to explore and implement study abroad and degree completion programs. As an example, it is working with Pontifical Catholic University in the Dominican Republic on several on-site and study abroad programs.

FACULTY-LED SHORT TERM PROGRAMS:

Shorter [less than a semester] faculty-led programs are available to students in January and during the summer, although to date there have only been two or three of these offered in each time period. These courses, often offered in conjunction with Spanish-based instruction, usually enroll between 15-20 students. Students choosing these programs come from all disciplines. For Becton College students, these courses satisfy either the culture or study abroad requirement in the general education curriculum, making these programs more attractive.

PARTICIPATION:

Between graduate and undergraduate students, short and long term programs, FDU will be sending approximately 200 students abroad this year. Besides Wroxton, the destinations over the past few years and in the current school terms include Spain, Italy, England, Switzerland, South Africa, Russia, Australia, China, Mexico, Costa Rica and the Dominican Republic.

DISTRIBUTION:

An analysis of current student enrollment in study abroad programs reveals that more females opt to engage in this type of program than males. Over the past five semesters 167 students attended Wroxton, 125 females and 42 males. There seems to be a consistent split between males and females in the study abroad program participation overall. Students going to Wroxton come from the Silberman School of Business as well as, in this order, English, Psychology, Communication, Biology, Political Science, Sociology, and History.

FINANCING:

The University allows students to attend programs sponsored by other institutions, with students paying the hosting programs’ tuition only, while keeping their federal financial aid in place. Federal financial aid is portable to other accredited academic programs. However, this does not apply for individual FDU scholarships. Additional aid is available through outside scholarships/sources. Please refer to “Structures, Policies, and Practices” section for further details on financial aid transferability.
ORIENTATION:

There is an orientation held prior to departure for students going to Wroxton. Students who attend programs run by other institutions are most often given comprehensive orientation packets by the host institution. The Office of Wroxton College and Study Abroad collects passport and insurance information before any student departure. The Office also provides insurance, if needed. For faculty-led short term programs, there are orientation meetings to discuss practical issues regarding travel abroad as well as curricular matters regarding the courses offered.

Students have informally indicated that the experiences they had living abroad and becoming integrated for a period of time into a foreign culture are both memorable and transforming. They return with new perspectives about their view of world issues and have an enlightened sense of how important it is to understand and promote global linkage in our personal and professional lives.

STRENGTHS:

- FDU’s ownership of Wroxton College is a plus for students.
- The existence of multiple global partners as well as faculty-led programs abroad have helped internationalize the university.

WEAKNESSES:

- Wroxton College is under-utilized by FDU students and faculty
- Too few students choose a study abroad option
- The Office of Wroxton College and Study Abroad is understaffed and lacks adequate resources
- Program opportunities are rather limited at Wroxton, making it difficult for all majors and disciplines to choose to spend a semester there.
- Because of lack of support and incentives, there are too few short term faculty led programs abroad.
- There has been confusion in the past few years over whether Study Abroad and Wroxton College are to be administered from the same Office. Office names, titles, and reporting lines also seem to be in flux.

ENGAGEMENT WITH INSTITUTIONS IN OTHER COUNTRIES

CURRENT ACADEMIC GLOBAL PARTNERS:

Bangkok University, Ben Gurion University of the Negev-Beer-Seva (Israel), Chinese University of Hong Kong, Fachhochschule der Wirtschaft (Germany), Galen University (Belize), Institute of Management Technology-Ghaziabad (India), Intercollege (Cyprus), Ismir Advanced Education Institution (Turkey), International University of Monaco,
International University Study Center-Barcelona (Spain), Lignan University-Hong Kong, Kyungnam University (South Korea), Northeastern University –Shenyang (China), Pontificia Universidad Catolica Madre Y Maestra (Dominican Republic), Shenyang University (China), Temasek Polytechnic-Singapore, Universidad Alfonso X el Sabio – Madrid (Spain), and Xi An (China).

The FDU standard Memorandum of Understanding (MOU) with all the schools calls for academic cooperation in diverse ways. The document presents a “general agreement to foster international cooperation in education and research” in which “both parties agree to encourage the following activities to promote international academic co-operation”:

* Exchange of materials in education and research, e. g. publications
* Exchange of faculty, research scholars, and students
* Establishment of programs for each other’s students
* Joint research and meetings for education and research.”

Over 150 students per year are sent to FDU from these four schools: the International University of Monaco (IUM), the International University Study Center (IUSC), the Institute of Management Technology (IMT), and the Pontificia Universidad Catolica Madre Y Maestra (PUCMM). Also, UC’s School of Natural Sciences program with IUSC in Barcelona has sent over 250 students to FDU in the past 10 years.

Some faculty exchange has begun with the International University of Monaco. FDU also uses existing Global Partners for study abroad for our domestic students. This year about 15 students traveled to PUCMM and another 7 will be going to IUM. There is also the future possibility of having students, including the Metropolitan Campus’s Global Scholars, go to Intercollege, FDU’s partner in Cyprus.

Indeed, the University’s most extensive articulation agreement is with Intercollege. Negotiations are underway for establishing Global Assessment Certificate centers, joint programs, and potentially a branch campus for international students in Cyprus. The articulation agreement includes some 45 different program paths in the arts, sciences and professional studies, primarily in UC and NC.

A similar, but smaller articulation agreement with Galen University in San Ignacio, Belize, Central America, has also been developed. This agreement is for baccalaureate and master's degrees in business. Galen University is a new private university in Belize, which opened in the fall of 2003. Like Intercollege, with which it is affiliated, it enrolls a very high number of international students, many of whom want to ultimately earn a college degree from a university in the U.S. (FDU).

FUNDING AND LINKAGES:

For study-abroad, please consult the policies section of the “Structures, Policies, and Practices” report. Linkages and other activities of the Global Partnerships Office, which consists of the Director and an administrative assistant, come from tuition generated by
students. Nonetheless the office has been instrumental in developing tuition revenues from partner institutions.

**STRENGTHS:**

- FDU has succeeded in locating a broad range of diverse global partners.
- Students and faculty have begun to take advantage of these partnerships.
- Although FDU’s branch campus in Israel closed in 2002, work is underway to sign an agreement with Tel Aviv University and Schneider Children’s Medical Center of Israel to establish a joint Clinical Psychology doctorate program.

**WEAKNESSES:**

- There are limited resources to follow-up on partnership initiatives.
- There is insufficient coordination between these partnerships and academic programs in the colleges.
- Relatively few students have matriculated from partner sites, although these agreements need time to reach maturity.
- It is unclear what the reporting lines are for some of these articulation agreements.
- It is unclear what the relationship is between the Global Partnership Office, the Executive Vice President Office, and the former Coordinator of the Israel campus. All seem to be involved in “engagement with institutions in other countries.”

**CAMPUS CULTURE**

In Spring 2004, the ACE Lab Team administered a series of surveys to the University community on FDU and internationalization. The questionnaires [all in the Appendix], sent to students, faculty, and administrative/staff members, were partially designed to yield useful information on “campus culture.” Interviews were also conducted.

**STUDENTS:**

**International Students:** The Metropolitan Campus has the larger number of international students by far, so most of the responses were generated from that Campus. The overall response pattern of this group supported the value of an educational curriculum that includes study abroad (70%), courses covering international topics (79%) and a foreign language (60%). The best summation of students’ attitudes is represented by the 74% who report, “Global education is a useful and necessary component of undergraduate education.”

**Domestic Students:** The response rate was higher from the College at Florham than the Metropolitan Campus. The most critical results are as follows: Participation in FDU study abroad: NO: 90%, with the major reason (39%) identified as financial constraints. Only 7% expressed no interest in studying abroad. Many students indicated their willingness to attend the Wroxton campus. When asked if students participated in
campus activities related to global education, the results indicated a low level of participation, but high level of interest. Faculty teaching, required courses, study abroad, and interdisciplinary programs, like the University Core, were identified as important elements in global education.

**FACULTY:**

A survey was developed and distributed via e-mail to 262 full-time faculty members on both campuses. 104 completed the surveys with 54 College at Florham respondents, 46 Metropolitan Campus respondents, and 4 with no identifying campus. Also, the profile of respondents includes 42 from Becton College, 29 from University College, 22 from Silberman College of Business, 6 from New College, and 5 with no identifying college. The majority of faculty [70 %] support the statement “Global education is a useful and necessary component of undergraduate education,” with only 26 % supporting the “useful but not necessary” description of global education. 71% of respondents agree (strongly 21% and somewhat 50%) that “Fairleigh Dickinson University promotes faculty engagement in global education.” The majority of faculty also agree that international students enrich classroom experience. Faculty generally support a study abroad experience for students; support the requirement of courses covering international topics; support the study of a foreign language; support the statement that “Global education/internationalization is central to an FDU education”; and indicate it is a faculty responsibility to increase students’ awareness of other countries, cultures, and global issues. However, faculty did identify barriers to participation in global education, citing “lack of resources” as the most important one. Faculty profiles revealed that the great majority have not accompanied students in a study abroad program, although almost half have conducted research outside the United States as graduate students or faculty members. Though the great majority have not taught at a foreign university, more than half have attended conferences abroad. Most have adopted some international readings, included some international presentations and have integrated new technologies about other countries, cultures or global issues in their courses.

**ADMINISTRATION:**

260 surveys were distributed on the Metropolitan Campus and 119 at the College at Florham. The response rate was about 23%. In response to the statement “Fairleigh Dickinson University promotes staff engagement in global education,” 50% of the survey participants responded from strongly disagree to neutral, with the perception that this is primarily a faculty initiative. When answering “Barriers exist to staff participation in global education,” 70% responded from neutral to strongly agree. The comments indicate that this group often feels overlooked and would like more clarity as to what “staff engagement/participation in global education means.” Like faculty, many cited lack of resources as a barrier. However, like the majority of faculty, the administrative cohort expresses support for teaching students about other countries, cultures, and global issues; presence of international students; a study abroad experience; and courses covering international topics. 57% of respondents agree that “Global education is a useful and necessary component of undergraduate education,” while 40% of respondents agree with
the useful but not necessary descriptors. In the section of the survey asking respondents to identify in which areas of the University there is clear evidence of global education/international dimensions, the only area with a high rating was Study Abroad (mean of 4.03 on 5 point scale). Most areas, including faculty teaching and research interests, administrative leadership, my department, academic programs, residential living, student life and campus activities for the entire university community, were rated close to the mid-range at 3 on the scale. The lowest rated area was Career Development, Internships, and Externships (2.83).

STRENGTHS:

- There is general support for international learning by students, faculty, and administrators.
- There is an acknowledgment that FDU has been somewhat successful in providing a global education.

WEAKNESSES:

- Financial constraints exist for students to effectively study abroad and for both staff and faculty to travel and/or be trained in global education.
- While FDU may have clearly articulated its leadership in global education, the surveys also noted the disparity between truth and reality. Faculty commented that maps and relevant DVDs were often unavailable and that resources were minimal for purchasing items needed in the classroom. Others commented that the offices involved in global education were poorly organized.
- Surveys indicated an especially low coordination between global education and internship and career possibilities for students.

SUMMARY AND CONCLUSIONS

Fairleigh Dickinson University has made an articulated commitment to internationalization. Our mission statement clearly notes that FDU is dedicated to preparing world citizens through global education. Over the past several years, FDU has greatly enhanced its reputation as a university committed to internationalization by undertaking multiple initiatives. Many challenges remain as we assess our efforts to date and plan for the continued growth of the University.

President Adams has demonstrated his commitment to internationalization through various global activities and the distance learning initiative and through the creation of new or expanded units including The Office of Interdisciplinary, Distributed, and Global Learning, the Office of Global Partnerships, and the Office of International Student Services. The University Core has articulated a set of learning objectives, with the first course, The Global Challenge, receiving national recognition. A visit to the FDU
Website confirms that many attempts have been made to launch FDU as a leader in global education.

The results of university-wide surveys indicate that there is general support for international learning by students, faculty, and administrators and that FDU has been successful, in part, in providing a global education to its students. The survey results provided information that will assist FDU in overcoming some of the problems associated with launching new initiatives such as financial constraints impinging upon students’ ability to study abroad and limitations in funding for both staff and faculty to travel and/or be trained in internationalization. Coordination between internationalization and internship and career possibilities for students and organization of the internationalization offices are areas in need of further study.

While there are a large number of international students on the Metropolitan campus, not many international students choose to study at the College at Florham, nor is there a full service International Student Office on that campus. Although FDU has a special NGO status and active relationship with the U.N., and has rapidly expanded upon these opportunities, events offered through our association with the U.N. have as yet not attracted the majority of students or faculty.

FDU has taken positive initial steps in internationalizing the curriculum and each of the academic units is working toward further internationalization of its curriculum. Becton College has “culture courses” and a study abroad option; University College is revising its general education requirements to infuse internationalization into the content. New College’s Interdisciplinary program has the potential to be a good example of a fully internationalized curriculum. The Silberman College of Business is working to internationalize many aspects of its course offerings. While there have been multiple attempts at internationalization, an ongoing significant challenge is that there is no overarching model or structure for internationalizing the curriculum. A scattershot approach to internationalization has resulted in some successes but general fragmentation. There is also a general disconnect between central offices and each of the colleges that has resulted in omissions, duplications, and gaps in coordination of offerings and services.

One of the many recognizable assets to FDU is its desirable location on two campuses: the Metropolitan Campus is within close proximity to New York City and the College at Florham sits in the midst of a corporate conglomeration. A number of companies in northern New Jersey have significant international business presence. FDU has the opportunity to create partnerships with companies with an international dimension within close proximity to the University. No internship plans for students to have a cooperative work experience in these companies exists.

FDU owns a campus in Wroxton, England, which is an obvious asset in encouraging our students to include a study abroad experience within their education. Wroxton’s location is highly attractive, located just 75 miles Northwest of London. Currently, program opportunities are rather limited at Wroxton resulting in a small number of students
actually taking advantage of this study abroad opportunity, although there has been a surge in enrollments over the past year.

FDU has a diversity of global partners, with a variety of study options for students and a range of locations. However, few departments send students to our global partner sites; rather most activity with these sites results from their sending students to us. Improving coordination between these partnerships and academic programs within the colleges will likely enhance the variety of study options for students.

The University has made significant progress toward fulfillment of its mission to be “a center of academic excellence dedicated to the preparation of world citizens through global education.” Many challenges remain if FDU is to achieve the status of “THE Leader in Global Education.”

RECOMMENDATIONS

There is no doubt that in higher education internationalization must, increasingly, be a part of any university’s mission. In this context, it is appropriate that FDU has committed itself to a path of internationalization. However, while FDU has declared “global education” as central to its mission, it has not fully translated that goal into reality. While many University initiatives are international, others are superficial or disconnected to the university’s academic programming. The curriculum should, indeed, be the “heart of the matter.” However, FDU, with its very limited resources, has not always been successful in investing sufficiently in what should be the primary academic focus—effective teaching and learning. When President Adams announced that FDU is “the leader in global education,” the university community absorbed that initiative into programs and disciplines and colleges that were already struggling. The value of internationalization resides in the extent to which it significantly contributes to a better education for our students.

In order to enhance the effectiveness of our global education commitment, we recommend that:

1. FDU should better link internationalization to its academic programming:
   a) In order for an effective education to take place, programs, disciplines, and colleges need to have the resources to hire faculty, to train staff, and to purchase equipment relevant to internationalization.
   b) Academic units could better internationalize if more decisions were to be decentralized. Internationalization efforts need to draw from the specific areas of academic expertise within the colleges.

2. FDU should hire a Chief Academic Officer who will assist the President in envisioning and implementing a rigorous academic plan for the University, which not only articulates a centralized commitment to internationalization, but which takes into consideration the complex university structure.
3. Recognize that there are different strengths among the colleges as well as many separate needs within those colleges. Indeed, some of the university-wide academic initiatives [including Distance Learning and the University Core] have not always taken into account these college differences. Individualized global education strategies for the colleges should be encouraged.

4. Faculty need to be at the center of any serious rethinking of the university’s mission and, especially, at the center of how that mission can be effectively implemented into academic programming.

5. FDU needs to choose with care the internationalization initiatives in which it invests. Consider curtailing some initiatives and strengthening those where the potential for academic success is greatest.

6. Grants and fund-raising need to be directed specifically towards this initiative. FDU has done little in raising monies to address this now cornerstone of our academic mission.

7. Clarify what are the administrative titles, job descriptions, and reporting lines of those currently engaged in internationalization. Also, consider some form of centralized coordination to work effectively with the colleges and to organize among the various units doing internationalization work.

8. Ensure transparency in all financial matters earmarked for internationalization.

9. Strive to build upon existing academic strengths within the colleges and hire faculty with the intention to deepen international expertise. Draw on student and faculty interests, and on the region’s needs, by developing, for example, a Latin American or a Middle East studies program.

10. Strengthen the opportunities at Wroxton College:
   a) Increase the staff and budget for The Office of Wroxton College and Study Abroad so that more students and faculty can participate at Wroxton.
   b) Encourage more coordination between FDU’s academic units in the U.S. and the U.K. so that a broader range of relevant courses are offered at Wroxton that would appeal to a larger group of our students.

11. Enhance the possibilities for Study Abroad:
   a) Increase the staff and budget for The Office of Wroxton College and Study Abroad so that the University can offer a broad range of international opportunities for our students.
   b) Support faculty-led short term programs in the specific colleges, especially as they have exemplified effective learning.

12. Reconsider financial aid transferability policies for FDU students studying abroad. The current restrictive policy makes it more difficult for some students to choose study abroad as an option.

13. Create internship possibilities for students with FDU’s various international partners.

14. Integrate co-curricular international activities, such as UN Pathways programming, more effectively into the academic component of a student’s experience at FDU.

15. Reconsider the designation, “The Leader in Global Education.”
16. Finally, maintain a Lab Team steering committee [with some of the existing members] to oversee the next stage of FDU’s internationalization efforts, specifically the development of a strategic action plan to include learning outcomes and assessment.

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ACKNOWLEDGEMENTS:

The ACE Laboratory Team would like to extend thanks and appreciation to the following individuals for their contributions to the project: President J. Michael Adams, Fred Hayward and Madeleine Green with ACE, and to all the faculty, students, and staff who participated in the review process.