Global Education Strategic Plan

Introduction

What is Global Education?: Global education does what higher education has traditionally aimed to do: extend students’ awareness of the world they live in by opening them to the heritage of human thought, action and creativity, by cultivating their capacity to read, write, and think critically, and by promoting ethical, mathematical, scientific, cultural and information literacy. However, global education situates these capacities and attitudes in a different context and thus gives them a different emphasis. The accelerating interactions within and among communities, cultures and belief systems today make the capacity to recognize, understand, and respond to a variety of perspectives on human experience a quality indispensable to university graduates. The production and distribution of information on a scale unlike anything ever witnessed before makes techniques for effective access to information, and for its handling, interpretation, and use, more indispensable than ever. Moreover, the complexity of global phenomena requires an interdisciplinary approach. Global education, therefore, promotes understanding of multiple global perspectives and interdependencies in every discipline, as well as across disciplines.

What Global Education Means for FDU: Global education goes beyond world languages, overseas campuses and exchange programs. Properly understood, it is also a curriculum that ensures that all of our students will be able to succeed professionally in a world marked by interdependence, diversity and rapid change. At the same time, a global education is one that equips all students to understand the world through the eyes of others and helps them discover how their actions can affect, and be affected, by people throughout the world. In this spirit, FDU affirmed a new mission in April, 2000 that reads:

Fairleigh Dickinson University 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 understandings necessary to participate, lead and prosper in the global marketplace of ideas, commerce and culture.

Global education at FDU, therefore, places a new emphasis on the diversities and commonalities of human experience by exposing students to multiple systems of knowledge and practice in order to extend their horizons and challenge their current views. In other words, it develops in students a greater synthetic understanding of what is universal to and differentiating among peoples and societies. Global education at FDU also seeks to develop competencies that will help prepare students both for new kinds of jobs in the global economy and for their new responsibilities as members of local, national, and global communities.
Many colleges and universities have focused increasingly on internationalizing the curriculum, adding multicultural programming, expanding study abroad opportunities, and adjusting administrative structures accordingly. [Please refer to the appendix for a listing of relevant activities by American Council on Education Internationalization Collaborative member institutions.] By dedicating itself to a global education mission, however, FDU is not merely following a popular trend in higher education. It is, rather, renewing its historical commitment to global engagement – in the words of University founder Peter Sammartino, FDU should be both “of and for the world.” Being “of the world” means that a kind of worldliness (i.e., the ability to succeed in the world) should characterize FDU graduates, while being “for the world” suggests that FDU graduates will be socially responsible (i.e., that they will take seriously the proposition that they have as much to offer the world as the world has to offer them). We are ready to pursue and implement this mission not only because of our institutional heritage, but because of the cosmopolitan and multinational character of our faculty and student body, our proximity to the center of numerous global communication, economic, and political networks, and, most importantly, our belief that without this pursuit we would not be able to deliver as effective an education for our students.

**Formation of the Strategic Planning Group:** The Internationalization Strategic Planning Group was convened by President J. Michael Adams in November, 2004 with the charge to develop a university strategic plan for internationalization (i.e., global education), with special emphasis on curricular recommendations but also with attention to all areas of the University. He asked that the plan be forwarded to him and to the new University Provost, by July 1, 2005. The President invited faculty members from each college (in consultation with the deans), as well as the Vice Provost for Global Learning, to constitute the Group. The understanding was that the Group would continue the work of last year’s internationalization self-assessment that resulted in the Final Report of the ACE Laboratory Team (Summer 2004) and the report of the ACE external review team (Summer 2004). Like the previous two reports, this document would also be vetted through faculty and staff, with the hope that it would generate dialogue and coordination amongst the different constituencies of the University. The following document therefore provides a set of recommendations to work from, with the anticipation of implementation of a final plan by December, 2005.

**From Concept to Action:** While global education as a process and a goal is now widely recognized at the University, its implementation has been uneven. As last year’s ACE Internationalization Laboratory Team’s final recommendations emphasized, there is as yet relatively little meaningful curricular integration, nor adequate dedication of resources, to make global education an outcome that characterizes the education of most FDU students. This plan is intended to address this situation by focusing on ten central objectives and the strategies and tactics necessary to produce positive results. These objectives include:

- Disciplinary Education
- Interdisciplinary Education
- Cross-Cultural Education
Objective I: Disciplinary Education

Disciplines, or majors, housed in specific departments within particular colleges, are where most education takes place. Some disciplines have incorporated global education by revising their curricula and/or by hiring faculty with an international or cross-cultural area of expertise. However, the university has yet to provide recommendations on how most academic units might advance the global education mission, and most departments and schools have yet to articulate their own visions of how global education fits into the disciplinary programs they offer.

Many of the suggested strategies and tactics below can also be applied to Interdisciplinary Education. Moreover, they are offered not as an attempt to separate the global from education; on the contrary, we expect that these recommendations – which primarily serve to provide a more meaningful and rigorous education for our students – will enhance all other non-global academic units. While it is clear that certain disciplines in the humanities and social sciences might seem to relate more obviously to global education, it is important to recognize that the sciences, for example, make significant contributions in this area. For example, science programs might offer more courses like Chemistry and Global Issues, which places scientific questions in a global context. This course and others like it do not train students to be scientists; rather, they help students become more savvy consumers of scientific information and, as a result, more knowledgeable and effective members of the global community.

Strategies and Tactics:

1. Develop and implement faculty hiring plans at all levels with an attention to global education:
   a. Establish common set of principles and priorities, including the global education mission, to inform hiring of FT faculty.
   b. Develop visiting positions that would bring in faculty with international/cross-cultural expertise for annual appointments (i.e., two per campus that could be rotated between departments).
   c. Encourage departments to host visiting Fulbright Scholars.

2. Recognize and utilize existing faculty expertise in global education:
a. Encourage faculty who have a strong interest in international and cross-cultural issues to offer lectures, workshops, and courses across colleges and campuses.

b. Coordinate master class schedules between both NJ campuses for more effective sharing of faculty resources and to enable students to participate in more academic offerings.

c. Provide incentives and opportunities to encourage faculty to teach on both campuses (e.g., offer extra contact hour of teaching credit, more choices for desired upper-level courses, etc.).

d. Update and expand FDU’s Public Relations faculty profiles to emphasize global expertise.

3. Develop and/or revise disciplinary courses and programs, and promote scholarship on global education:

a. Offer incentives (e.g., released time, stipends) to faculty for seeking external grants for faculty development and scholarship in global education.

b. Provide released time for course development in international and cross-cultural areas that engage strong scholarship and novel pedagogical approaches.

c. Provide competitive summer grants-in-aid for faculty to develop or revise modules or full courses that substantively engage global education.

d. Continue to support released time for research activities in international and cross-cultural areas.

e. Encourage faculty to nominate Global Virtual Faculty (GVF) and incorporate them into their disciplinary courses.

f. Encourage faculty (especially in partnership with colleagues and/or students) to attend and present at conferences with a global education focus and/or which emphasize teaching methods that impact global education (e.g., Chautauqua short courses on using case studies to teach science).

g. Increase support for workshops on both campuses to promote focused inquiries into different topics related to global learning (e.g., year-long Education program on inclusion and culturally-relevant pedagogy).

h. Support faculty participation in exchange programs such as those administrated by Fulbright.

i. Implement Dean Baldwin’s proposal for a scholar-in-residence program at Wroxton, whereby FDU faculty, not on sabbatical leave, would live at Wroxton as members of the academic community while conducting their own research. An additional recommendation is that the faculty member teach one course, broadening Wroxton’s offerings while retaining the authentic feel of the British tutorial system.

j. Modify sabbatical guidelines to encourage global learning (including pre-tenure sabbatical opportunities).

4. Link study abroad to specific academic courses and/or programs:
a. Offer incentives for faculty to seek grants for developing study abroad opportunities linked to academic programming.
b. Establish study abroad coordinating committees within each college to generate programming recommendations that best fit the college’s curriculum (e.g., Becton College’s Study Abroad Task Force).
c. Develop course offerings for Wroxton College that would satisfy a broader range of general education requirements (e.g., an undergraduate ecology course on “Technology and Nature in Britain”).
d. Encourage more programs to incorporate study abroad in certain major or minor programs (e.g., UC’s and BC’s Marine Biology and laboratory field experience and BC’s Theater major with a Wroxton component).
e. Develop more short-term faculty-led study abroad programs for academic credit (e.g., PC’s Global Issues in Hospitality course and study abroad experience in Switzerland and SCB’s Management course with ecotourism component offered in Costa Rica).

5. Link experiential learning to academic programming:
   a. Consider service learning or community service activities that can be woven effectively into coursework or programs (e.g., consider innovative programs such as Pace University’s Asian History course with a Buddhist monastery restoration component in Mongolia).
   b. Seek out meaningful internship opportunities that promote global education and that are linked to specific courses.

**Objective II: Interdisciplinary Education**

Interdisciplinary education represents a multifaceted and growing area within higher education; it is increasingly recognized as necessary in both complicating and enriching a student’s knowledge base. Interdisciplinary courses and programs intentionally cross traditional disciplinary boundaries, and by so doing release information that might have been invisible otherwise. Global education is particularly well suited for interdisciplinarity, and it is our hope and expectation that the following strategies will assist in providing more opportunities for collaboration and for rigorous inquiry.

**Strategies and Tactics:**

1. Assess needs and gaps in interdisciplinary area studies and develop and implement faculty hiring plans:
   a. Establish a common set of principles and priorities, including the global education mission, to inform hiring of FT faculty who could teach in area studies and across more than one discipline.
   b. Develop visiting positions that would bring in faculty with international/cross-cultural expertise for annual appointments.
   c. Encourage departments to host visiting Fulbright Scholars.
2. Recognize and utilize existing faculty expertise in interdisciplinary global education:
   a. Encourage faculty who have a strong interest in international and cross-cultural issues to offer lectures, workshops, courses across disciplines, across colleges, across campuses, and in the broader community.
   b. Coordinate master class schedules between both NJ campuses for more effective sharing of faculty resources and to enable students to participate in more academic offerings.
   c. Provide incentives and opportunities to encourage faculty to teach on both campuses (e.g., offer extra contact hour of teaching credit, more choices for desired upper-level courses, etc.).
   d. Update and expand FDU’s Public Relations faculty profiles to emphasize global expertise.

3. Develop and implement a policy for team teaching:
   a. Devise a feasible financial and logistical model for team teaching within and across colleges.
   b. Encourage faculty to incorporate team-teaching and collaboration with Global Virtual Faculty in interdisciplinary courses and academic programs.

4. Create faculty development opportunities:
   a. Offer incentives to faculty for seeking external grants for development of interdisciplinary courses and area studies programs.
   b. Provide released time for research and/or curricular development.
   c. Encourage faculty (especially in partnership with colleagues interested in developing an interdisciplinary course or promoting area studies) to attend and present at conferences with an interdisciplinary global education focus.
   d. Increase support for workshops on both campuses to promote focused inquires into different topics related to global learning (e.g. Interrogating Boundaries in BC in collaboration with the Office of Global Learning).
   e. Support faculty participation in exchange programs such as those administered by Fulbright.
   f. Implement Dean Baldwin’s proposal for a scholar-in-residence program at Wroxton [see previous section, I, 3, i].

5. Enhance opportunities for effective interdisciplinary learning that supports global education within general education curricula:
   a. Each of the four colleges has a different general education model, but all do include requirements across the university’s multiple disciplines. However, except for University Core courses, few of the other courses are truly interdisciplinary. Colleges should be encouraged to examine their requirements and electives and propose more inter- and trans-disciplinary courses that make sense with their curricula.
b. While University Core has historically been important for interdisciplinary, global, and online learning, departments and colleges should develop more academic programming in these areas. With that in mind, the University should focus on the competencies or learning objectives of the Core courses and continue to examine ways in which they are met there and/or in other new or revised courses. In other words, as other courses develop that satisfy the same competencies proposed by University Core, the University should be able to provide more choices and flexibility for its students. In the meantime, the colleges should work with each other to come up with a common set of university competencies and then continue the discussion of how the competencies are best met within the individual colleges.

6. Increase interdisciplinarity within the colleges’ academic programs and encourage coordination and collaboration between departments, colleges and campuses to develop new academic programming with a global focus. Indeed, these programs, though worthy on their own, would also be a mechanism for increasing enrollment in related disciplinary programs:
   a. Develop more majors: the University only offers a couple of interdisciplinary majors (e.g., BC’s and UC’s Humanities major, PC’s Interdisciplinary Studies major), but many more can be envisioned and could be feasible with some additional hires. These hires, of course, could satisfy more than one disciplinary or programmatic unit (e.g., a scholar who specializes in the history of Argentinean ethnography would teach courses both in Anthropology and History and would help build a Latin American area studies major). Some other suggestions for area studies include: Middle East, African, Asian, Ethnic, International, and Peace Studies.
   b. Develop more minors and concentrations: The colleges have introduced more interdisciplinary minors/concentrations and more are in various stages of development (e.g., BC’s Globalization and Society minor, UC’s British Studies minor, SCB’s International Business concentration); however, there is room for more development, especially as minors/concentrations are excellent testing grounds for potential majors.
   c. Encourage more team-taught and cross-listed courses (e.g., an Education course in “Religion in Public Schools” could be cross-listed with Religion Studies or Philosophy).
   d. Support the interdisciplinary Florham Scholars programs on both campuses (see VII,1).
   e. Work to develop more interdisciplinary and global centers and/or institutes at FDU, including establishing Wroxton College as a Center for International Studies and supporting the proposed Initiative on Africa (e.g., existing structures within SCB include The Institute for Global Business Education, The Rothman Institute for Entrepreneurial Studies, and the Center for Health Care Management Studies).
f. Develop more graduate programs with an interdisciplinary and global perspective. Although some masters programs exist with a study abroad component (e.g., SCB’s Global MBA, BC’s MA in Corporate and Organization Communication, and PC’s MA in Administrative Science) and others are in various stages of proposal (e.g., UC’s proposal for an interdisciplinary MA in Humanities), there are certainly more opportunities for collaborative interdisciplinary efforts between colleges (e.g., collaboration between PC’s ISHTM and UC’s SOE has resulted in hospitality and tourism graduate students taking education courses in order to qualify to teach in two-year Hospitality Programs).

7. Link study abroad to specific academic interdisciplinary courses and/or programs:
   a. Offer incentives for faculty to seek grants for developing a study abroad academic component in interdisciplinary courses and programs.
   b. Create courses and programs that incorporate a study abroad component.
   c. Develop short-term faculty-led study abroad programs for academic credit (e.g., focusing on the history of the Crusades and the current “crusade” in the Middle East, with travel to France/Lebanon/Syria).

8. Link experiential learning to academic programming:
   a. Encourage service learning or community service activities that can be woven effectively into coursework or programs.
   b. Seek out meaningful internships that promote global education and that are linked to specific courses.

**Objective III: Cross-Cultural Education**

The university is committed to the understanding of cultures within the United States as well as abroad. This commitment will be reflected in the curriculum, in university policies and practices, and in campus life. Although elements of cross-cultural education are interwoven within the two preceding objectives, the topic is so important as to warrant treatment as an independent objective of this strategic plan.

**Strategies and Tactics:**

1. Enhance undergraduate course offerings both within and across disciplines in ethnic studies, cross-cultural, inter-cultural, and comparative subject matter:
   a. Revive relevant cross-cultural dormant courses “on the books” and offer them on a regular basis (e.g., UC’s sociology and education course, “Race, Generation, and Immigration”).
   b. Offer more relevant cross-cultural courses during the regular nine-month academic year and taught by FT faculty (e.g., BC’s “History of Religion in Multicultural America” is usually only offered by adjunct faculty in the summer).
c. Encourage the development of new courses on Asian American/Arab American/African American/Latino Studies, including, for example, courses in comparative religions, cross-cultural communication and youth cultures.

2. Promote faculty and staff understanding of multiple ethnic groups and foreign cultures through workshops, guest lecturers, exchange programs, etc.:
   a. Develop and implement a one-day staff training in cross-cultural awareness, initially targeting staff working in direct student contact roles.
   b. Create semester-long faculty study groups to develop expertise in multicultural and global content and perspectives, cross-cultural communication, and student-centered pedagogies (i.e., develop grant proposals, if possible, to fund this tactic).

3. Develop domestic “study afield” opportunities that would allow students immersion in other cultures within the United States:
   a. Hire a staff member to develop domestic short and full semester study afield opportunities for students (e.g., January term trips to build houses with Habitat for Humanity or spending a semester at HBCU’s [Historically Black Colleges and Universities]).
   b. Encourage faculty to include “study afield” components in courses.

**Objective IV: World Languages**

World languages constitute a pivotal aspect of global education. For some, the notion that FDU is serious about global education is belied by the paucity of language options. Recognizing that FDU is limited in its resources and offerings (breadth and depth), and hence unlikely to be able to effect broad language requirements in the near term, this Plan also suggests alternative ways to maximize the role of language acquisition in relation to internationalization:

**Strategies and Tactics:**

1. Broaden the range and currency of languages offered:
   a. Hire new faculty with expertise in world languages beyond those currently offered, and who might also be able to contribute to cultural and area studies courses.
   b. Utilize bi-campus faculty appointments and multi-disciplinary areas of expertise.
   c. Institute a world language competency requirement, where appropriate, and review on a university-wide level the implementation and coherence of such competencies.
   d. Offer more languages relevant to emerging global trends (e.g., Chinese, Japanese, Arabic, Hindi).
e. Examine current policies concerning transferability of language courses taken at other institutions, and encourage students, when needed, to take advantage of these opportunities.

2. Support world language faculty exploration of new pedagogies in language instruction:
   a. Travel funds should be made available to faculty to attend relevant conferences.
   b. Provide incentives to faculty to collaborate with Global Virtual Faculty or guest lecturers in courses that integrate world cultures, literatures, etc.
   c. Encourage collaboration between the ELI, School of Education ESL and world language departments in sharing pedagogical methods and materials.
   d. Engage MA Multilingual Education graduate students with world language abilities as teaching assistants/tutors in undergraduate world language courses.

3. Link world languages with culture and content course offerings:
   a. Consider “blending” foreign languages within content courses where possible.
   b. Consider requiring world language courses, as appropriate, within minors and area studies programs (e.g., requiring proficiency in Spanish for a Latin American Studies minor).

4. Facilitate the development of language immersion options that link world language courses to relevant study abroad options:
   a. Encourage short-term study language-intensive study abroad courses.
   b. Encourage full-semester travel/immersion programs.

5. Strengthen language learning labs on both campuses:
   a. Update available technology hardware and software.
   b. Update lab facility infrastructure.

6. Enhance the effectiveness and improve resources for the English Language Institute (ELI):
   a. Develop English for Special Purposes (ESP) courses (e.g., Business English).
   b. Enhance communication between ELI Director and academic department heads.

**Objective V: Information and Instructional Technologies**

Global information resources and the technology that drives and provides access to them, as well as the technology that engages them pedagogically, are now integrally tied to a university education. Even though traditional print materials and classroom instruction
are and should remain active, there has been a rapid global expansion of digitization and online (especially blended) learning. Given FDU’s commitment to global education and online learning, carefully managing the integration of information resources and instructional technologies becomes ever more critical for our institution.

Strategies and Tactics:

1. “Reinvent” campus libraries into global learning and interaction nexus sites that faculty and students will use actively and meaningfully:
   a. Support the library capital campaign plan to rebuild the College at Florham library and renovate the Metropolitan Campus library and the library at Wroxton College.
   b. Ensure that faculty are actively and iteratively involved in the planning and programming process for library spaces.
   c. Create more vehicles for active collaboration between library staff and faculty for acquisitions and global resource access (e.g., assign particular librarians to work with specific disciplines, or enroll a library staff member as a “virtual librarian” in online courses to provide student support).
   d. Expand access to digital journals and full text materials.
   e. Enhance collaboration with other institutions and consortia in sharing digital networks and databases.

2. Support the continuing integration of Blackboard online learning technology into the teaching/learning process in order to facilitate access to global resources, such as Global Virtual Faculty and digital material:
   a. Continue training opportunities for faculty in use of the Blackboard course management system.
   b. Create special training opportunities for first-year faculty in available global information resources, Blackboard course management system, and Global Virtual Faculty.
   c. Continue to support and develop the Global Issues Gateway Web site (gig.org) and encourage integration of relevant materials into academic courses.
   d. Expand wireless connectivity to all points on all three campuses to facilitate universal access to digital resources.

Objective VI: Study Abroad

Experiential learning is an important component of a student’s education, and study abroad represents one of the more compelling forms of experiential learning. There appears to be unanimous enthusiasm for expanding the possibilities of study abroad for our students. Even short trips abroad, especially when linked to an academic unit, can greatly advance the University’s mission of developing world citizens. But many logistical, financial, and motivational obstacles remain, which limit the number of
students who might otherwise take advantage of this type of learning. Given the university mission, much more serious attention must be devoted to study abroad at FDU.

**Strategies and Tactics:**

7. Increase the effectiveness and academic engagement of the Study Abroad Office:
   a. Hire additional staff member with strong culture/language background to manage study abroad options other than Wroxton. The current director should continue to focus on Wroxton promotion within FDU and at other institutions.
   b. Strengthen the communication process between faculty and Study Abroad Office to discuss destinations suitable for academic program needs.

8. Enhance travel logistics support for faculty and study abroad programs:
   a. Fully utilize in-house expertise and resources (ISHTM) for travel planning and logistics.
   b. Create internships for IHSTM students to facilitate travel planning and oversee actual operation and consider faculty released time for supervision of these internships.

3. Increase utilization of Wroxton College:
   a. Work more closely with Wroxton to link its course offerings with the academic needs of various colleges and campuses.
   b. Increase understanding of the Wroxton College experience among students and faculty.
   c. Familiarize FDU faculty and staff (especially those never having been to the campus) with Wroxton facilities to more effectively promote the program.
   d. Create a short-term summer faculty Scholar-in-Residence.
   e. Expand utilization of Wroxton facilities (e.g., conferences, study groups, working groups, etc.) and consider designating it as an International Center.

4. Enhance semester-long undergraduate international experiential learning opportunities:
   a. Expand use of global partnerships. Currently these partnerships primarily bring students to FDU; however, we should be promoting opportunities so that FDU students can study at these partner sites overseas.
   b. Make Wroxton accessible to students from other universities by developing interchange programs with other institutions that have programs abroad.
   c. Expand study abroad offerings to include more graduate programs.
   d. Explore volunteer and service learning internship opportunities with NGO’s or international agencies and/or organizations.
   e. Encourage internship opportunities (e.g., with UN) that might lead to or include study abroad.
f. Encourage faculty to nominate students for Fulbright overseas study opportunities.
g. Develop pool of travel abroad funds and scholarships based on student need.

5. Provide incentives to faculty to develop regular semester courses (some team-taught) that would include a short-term study abroad component:
   a. Allow credit for full course contact hours for both faculty members if a team taught study abroad component is used.
   b. Present success stories of study abroad experiences to other university faculty members at faculty meetings.
   c. Provide travel funds, where needed, for faculty site inspection and course planning.

6. Create more short-stay and summer undergraduate intensive courses abroad:
   a. Develop a fuller range of short-stay and summer courses in collaboration with the Study Abroad Office.
   b. Allow faculty to teach such courses as part of regular semester load.
   c. Provide travel funds, where needed, for faculty site inspection and course planning.

7. Examine the viability and potential expansion of graduate international dual degree programs:
   a. Utilize existing faculty contacts overseas to identify opportunities that have not yet been explored for dual degrees. Draw from the expertise and contacts of international faculty members.
   b. Allow faculty to retain integral role in the negotiation and program development process.

**Objective VII: Co-Curricular Programming**

Co-curricular activities complement and enhance the academic mission, so the University should invest more fully in international programming on both campuses that will energize and expand global education as it is experienced at FDU.

**Strategies and Tactics:**

1. Invest in the Global Scholars Programs that have the potential to create a rich living/learning environment that can also contribute to recruitment and retention efforts. Both campuses have somewhat similar Global Scholars programs already in place (i.e., Global Scholars Program of the Metropolitan Campus and Florham Scholars in Global Studies).
   a. Increase funding to support these dynamic and innovative programs in order to enhance student interaction and networking.
   b. Consider expanding more programs beyond the first year.
c. Strengthen collaboration with Admissions in order to improve student census.
d. Support the new Florham Scholars Program in Arts and Humanities that hopes to capitalize on the cosmopolitanism of New York City.

2. Increase collaboration with faculty in making UN Pathways offerings more relevant to and consistent with curricular offerings:
   a. Create UN Pathways Faculty Advisory Board to actively engage faculty in determining the programmatic focus.
   b. Increase outreach to encourage faculty to integrate UN Pathway activities into their respective courses.
   c. Provide support for the Model UN program.

3. Develop more programming that is not politically- and UN-based, but cultural/arts based, utilizing the resources of NYC and NJ:
   a. Identify relevant organizations for collaborative purposes (e.g., collaboration with MoMA on screening of *The Agronomist*).
   b. Identify cultural events that the university community can participate in (e.g., Dodge Poetry Festival).

4. Expand volunteer and internship possibilities with an international and/or multicultural dimension, including course-driven internships and experiential learning:
   a. Establish a faculty member within colleges or departments to coordinate internships.
   b. Build links with community organizations (e.g., Rotary Club, religious and civic organizations, International Red Cross, UNICEF, etc.).
   c. Encourage students who want to study abroad to consider volunteer opportunities.
   d. Create and maintain a database of organizations and corporations that have internship opportunities.
   e. Encourage students who cannot study abroad to consider volunteer or internship opportunities based locally with international organizations or multinational corporations.

5. Consider Theme Semesters with an international and/or cross-cultural focus, such as those previously held at The College at Florham Campus which brought in speakers and performers to generate discussion and interest (e.g., “Dialogues Across Difference,” or “The World of Islam”).
   a. Establish a faculty committee responsible for selecting the themes.
   b. Appoint coordinators who have the responsibility for running the Theme Program.
   c. Encourage faculty to develop courses well in advance that would reflect the projected theme.
d. Involve domestic and international students in the planning and implementation, as well as Student Life, Residence Life, food services, etc.

**Objective VIII: Campus Life and Extra-Curricular Programming**

FDU currently has a sizeable population of international students, as well as high ethnic diversity among some segments of its domestic students. However, our current campus culture leaves much to be desired in the area of integration among groups, and in its multicultural awareness. We must accept that creating a globally-engaged, multicultural campus environment rests not simply on bringing diversity to campus, but on attracting students who are interested in learning about and interacting with other groups and cultures, and fostering those interactions among students on both campuses.

**Strategies and Tactics:**

1. Improve campus culture to attract more students open to global and multicultural issues:
   a. Develop summer scholars institutes at which motivated high school students can take courses for college credit.
   b. Actively engage upper-level international students in recruiting events at area high schools, on-campus open house activities for prospective students, and in discussions of diversity with new domestic students at orientation.
   c. Create peer program pairing between international students and domestic students (e.g., inclusion in home dinners, family events, holy days, etc).

2. Encourage more participation at domestic and international student events:
   a. Provide a centrally-located, flexible lounge space in which a variety of cultural programming can be held (e.g., meals, dances, lectures, films) and in which campus student organizations can meet and will come together.
   b. Make funding available (i.e., $150/event) for programming events with a global dimension that are jointly hosted by two student organizations/clubs (e.g., Hotel Society and Biology Club host a speaker talking about ecotourism).

3. Draw from the entire university community, including staff and custodial services, in the teaching of relevant courses:
   a. Add international staff members to speakers’ database to draw from their cultural knowledge in planning and hosting events.
   b. Encourage faculty to seek out guest-lecturers and class-visits by members of the larger university community.

4. Invest in shuttle buses to go between campuses and to take students into New York City (the most international city in the world):
a. Coordinate bus schedules with class and extra-curricular activities.
b. Make buses available for trips to area museums, ethnic communities, performances, and other activities.

5. Develop more effective communication channels for students around global programming/opportunities:
   a. Foster in-classroom faculty involvement in dissemination of information about programs and opportunities available (e.g., announcing upcoming events, tying in event attendance with course discussions and work).
   b. Outreach to student clubs and organizations.
   c. Utilize available student and faculty electronic information databases (e.g., e-mail addresses and global programming listservs).
   d. Create a Web-based Global Events Calendar as a clearinghouse for events that involve programming with global themes.

**Objective IX: International Student Admissions and Services**

One of FDU’s greatest resources is its international students, yet at present there is still not enough creative emphasis on the potential for synergistic enrichment between domestic and international students, as well as enhanced services to and opportunities for international students. Additionally, there is a serious imbalance between international student numbers at both NJ campuses. While the focus on international students overlaps somewhat with other objectives, international students represent a singularly important and growing area of programming for FDU that it is deserving of unique attention.

**Strategies and Tactics:**

1. Better engage international students with domestic students:
   a. Consider/evaluate the possibility of joint orientation.
   b. Encourage further integrating international and domestic student living arrangements in residence halls and elsewhere.
   c. Revive language conversation partners programs.
   d. Establish domestic student mentoring (buddy) program for incoming international students (e.g., domestic students inviting international students home for dinner).
   e. Promote extra-curricular activities (e.g., intramural sports) that would appeal to both international and domestic students.
   f. Create international theme weeks that focus on a particular country with both domestic and international student-led activities.

2. Offer more employment opportunities for international students:
   a. Provide central management of graduate assistantships.
   b. Create International Speakers Bureau with profiles available of international student resources.
c. Create work opportunities at the department level, such as tutoring, teaching and research, especially for situations necessitating multilingual abilities (e.g., translations of a Japanese biology article, requests for information about FDU in foreign languages, etc).

d. Create international student peer advisors to improve retention and recruitment and to facilitate our global mission by providing front-line advocacy for our over 1000 international students.

e. Explore the possibility of upper level international students working with Admissions staff on high school visits to convey FDU’s global scope.

3. Link international students to UN–related programs such as the Model UN:
   a. Encourage international student participation in the Model UN.
   b. Enhance the communication channels between the Office of Global Learning (responsible for UN programming liaison) and international students.

4. Consider linking scholarships for international students to service as “cultural ambassadors:”
   a. Research grant opportunities to create a cultural ambassadors program and disseminate relevant opportunities to faculty and students.
   b. Appoint coordinator for a cultural ambassadors program.

5. Provide additional support services for international students:
   a. Establish a volunteers for global students initiative to assist our international students and relevant student services offices, especially during times of increased international student activities.
   b. Enhance access to qualified legal advice for international students (e.g., visas and legal work status in the US).
   c. Enhance access to off-campus housing assistance for undergraduate and graduate international students.

**Objective X: Administrative Structures**

The university is in the process of moving to a transitional organizational structure effective August 1, 2005 and then to a new organizational structure by February, 2006. While these recommendations are based on adjustments to the existing organizational structure and titles, we recognize that we are currently in a period of transition and titles/reports may change as broader organizational transitions evolve. The most important change, of course, is the creation of a new position, University Provost and Senior Vice President for Academic Affairs, who will report directly to the President and will serve as both the chief academic officer as well as the chief operating officer during his absence. It seems vital that if the University mission of global education is to be fully realized, a robust organizational structure to implement this strategic plan must be created. Consequently, the new Provost will be a leading voice among the faculty and
staff concerning how global education should continue to be administered at the university, and what organizational structures would best serve it.

**Strategies and Tactics:**

1. Recognize that global education is fundamentally an academic initiative and should have academic oversight with active participation from across the University:
   a. The University faculty and academic support staff need to be fully engaged in planning and implementation of the global education mission, and ultimately responsible for its outcomes.
   b. The University Provost and Senior Vice President for Academic Affairs should be the strategic driver of global education planning and implementation, and engage the community in an ongoing critical dialogue.

2. Recognize the need for both a central coordinating office for global education as well as increased empowerment of and funding for unique approaches at the college level:
   a. Create a pool of ongoing discretionary funding to be distributed to the four colleges, within broad guidelines, to seed and support curricular and scholarly global education efforts.
   b. Consider reorganizing certain administrative structures concerning global education.

3. Provide for more coherence and coordination between the various offices and programs working to engage and promote global education:
   a. Create a Global Education Strategic Implementation Team, convened by the University Provost, to include faculty from each of the four colleges (initially drawn from Internationalization Strategic Planning Group and reporting back to the college deans), as well as the senior representatives from those areas directly involved in forwarding the University’s global education mission: University Libraries; Office of Global Learning; Office of Wroxton and Study Abroad; Office of Global Partnerships; Office of International and Graduate Admissions; Office of International Student Services; Vancouver Campus initiative; Deans of Students Offices; Grants and Sponsored Projects; and Educational Technology.
   b. More fully engage the college deans in global education planning and implementation, as development of substantive curricular efforts by the faculty is critical.

**Conclusion**
There is no doubt that there are many ways to enhance global education at FDU; that, in fact, underlies the many recommendations in this plan. Global education is not a separate entity unto itself, but an exciting component of a student’s entire academic experience. This means that if FDU is to be recognized for global education, global education must be infused in every aspect of the university, from the curriculum, to campus life, to administrative structures. Moreover, now that global education is an objective clearly articulated by the President and emphasized in the university’s mission, it now needs to be convincingly adopted from the bottom up. That is why the Internationalization Strategic Planning Group concurs with many of the recommendations of last year’s ACE Laboratory Team’s final report, which saw a disconnect between the mission and both the supporting academic programming and the budgetary allocations. Hence, this document highlights objectives, strategies and tactics that would strengthen the colleges, departments, faculty members and administrative offices to allow them to offer more varied and more rigorous programming related to global education. The Group especially highlights the need to focus on world languages, study abroad, hiring of additional faculty with global scholarly and teaching interests, and fostering more collaboration across administrative units and academic departments. Additionally, incentives for grant writing, interdisciplinarity between colleges and campuses, and faculty development are all key tactics to empower the academic dimension of FDU’s global mission. Indeed, without the conviction and expertise of the faculty, as well as enhanced support for relevant administrative offices, most efforts to strengthen global education at FDU will fall short.

FDU’s commitment to global education appears to be at a crossroads – we have established a prominent regional and national position with several distinguished programs, yet simultaneously lack a meaningful and broad foundation, especially in the curriculum. With dedicated focus and appropriate resources, FDU can leverage its strong internationalization potential and educate students who really are world citizens. This Plan provides a blueprint for constructive action toward that goal, but without sustained focus and coordination, our mission will not be truly realized. The Internationalization Strategic Planning Group offers this Plan, the result of eight months of intensive data-gathering and synthesis, in a spirit of collegiality. A measure of its success will be the extent to which it stimulates active dialogue and ownership by the entire University community.

The Internationalization Strategic Planning Group

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Acronym Key:

ACE – American Council on Education
BC – Becton College
ELI – English Language Institute
ESL – English as a Second Language
ESP – English for Special Purposes
FT – Full Time
GVF – Global Virtual Faculty
HBCU – Historically Black Colleges and Universities
ISHTM - International School of Hospitality and Tourism Management
NGO – Non Governmental Organization
PC – Petrocelli College
SCB – Silberman College of Business
SOE – School of Education
UC – University College