Adding a Global Engagement Platform to the FAU Campus Strategic Plan:


Prepared by the FAU Council on International Education1
January 2015

Executive Summary:

The FAU Council on International Education (FAUCIE) met in the Fall 2014 to review the progress made in the last 18 months to advance several top need areas for international education efforts across FAU. Seven top need areas had been identified in the June 2013 International Education Task Force Report (see Table 1 on page 2).2 In the intervening months several offices, colleges, and individual faculty and staff have taken action to implement different activities to advance one or more of the seven top need areas. Section III of this report summarizes some advances made but notes that many need areas that have not been addressed at all (see Table 2 on page 7).

The FAUCIE feels this is an opportune time to reexamine FAU international education needs, and recommends that we take immediate steps to expand and strengthen our international capacities and visibility as a player in global higher education. There have been calls for adding a “global engagement platform” to the FAU campus strategic plan and the FAUCIE endorses this general concept. A “global engagement platform” as visualized in a graphic design (see page II) shows how all of FAU’s academic colleges, faculty, staff and students can conceivably participate in one or more of the common international education activities. The horizontal nature of international engagement means it crosses all colleges and allows for interdisciplinary activities and multi-college participation. Faculty and students can choose to emphasize their particular interest area (e.g. study abroad, hosting visiting scholars, recruiting international students, or joint research with colleagues abroad). The global platform is large and broad enough -- and the possible activities diverse enough -- to allow large numbers of the FAU community to participate in global activities. These combined activities, engaging an ever deepening swath of the university community, will create synergies to advance outstanding international and global teaching, learning and research, create a more diverse and culturally exciting institutional culture, and increase FAU’s visibility and stature as a world class university.

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1 FAUCIE members for 2014-2015 are Nora Barragan (Graduate College), Carmen Canete-Quesada (Honors), Peggy Goldstein (Education), Rhonda Goodman (Nursing), Michael Horswell (Arts and Letters), Xuepi Huang (Medicine), Jessica Lopez-Acevedo (Admissions), Cathy Meschievitz (OIP), Mihaela Metianu (ISSS), Maria Petrie (Engineering), Marc Rhorer (Business), John Sandell (Design and Social Inquiry), and Zhixiao Xie (Science).

Section I. Background: The IETF Report of June 2013

Between February 2012 and June 2013 a core group of Florida Atlantic University (FAU) faculty and staff studied international education activities underway across FAU. The group activities included a Cross College Conversation with then Provost Brenda Claiborne, an initial follow-up report to the Provost submitted in May 2012, and a second set of meetings and conversations curing 2012-2013 that led to the creation of the IETF report entitled “Top Needs in International Education at Florida Atlantic University: A Report of the International Education Task Force – June 2013.”

The June 2013 report carefully reviewed twenty areas of interest to the Provost, selected from a longer list of areas of interest from the May 2012 report. These twenty areas were divided thematically into five topics: Study Abroad and Experiential Learning, International Students and Scholars and Recruitment Effort, Faculty Incentives and Support, Campus Communication Processes, and Fund Raising to Support International Education Activities. The June 2013 report summarizes the various stages of progress in all twenty areas (e.g. which ones have been implemented, which ones were in progress, and those yet to be addressed), and concluded with recommendations on the remaining seven top areas of need, listed in rank order.

Table 1
Top Need Areas in International Education

<table>
<thead>
<tr>
<th>#1 Top Need</th>
<th>Create a university-wide study abroad scholarship fund</th>
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<tr>
<td>#2 Top Need</td>
<td>Create an Innovation Fund to support faculty research and teaching, and international program development</td>
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<td>#3 Top Need</td>
<td>Create a formal recruitment strategy to attract more international students to FAU</td>
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<td>#4 Top Need</td>
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<td>#5 Top Need</td>
<td>Engage University Advancement and college development staff to locate donors with international interests</td>
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<td>#6 Top Need</td>
<td>Identify a small number of key partners in pivotal world locations where FAU colleges can have comprehensive partnerships</td>
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<td>#7 Top Need</td>
<td>Support faculty and staff in extramural grantsmanship on international and global topics</td>
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Section II. Top Need Areas Described in Detail

The seven top need areas identified at that time were described in more detail, as presented in the June 2013 report, and are repeated here for ease of access. The seven top needs were listed in the order of their perceived importance to FAU.

#1 TOP NEED - Create a study abroad scholarship fund to help students go abroad

FAU sends between 280 and 300 students abroad each year; this is a very small percentage of the eligible student population. Simply put, studying abroad is more
expensive that remaining at FAU and attending summer school or a semester term in Boca Raton, Jupiter, or Davie. FAU has very few scholarships for study abroad students. Even the most cost effective way to go abroad – student exchange – requires a student to travel abroad and cover living costs that may be much higher than at home. Select exchange partners who have decided to offer a subsidy or grant to FAU students have seen enrollments in their programs jump, revealing just how price sensitive the typical FAU student is. The vast majority of FAU students cannot go abroad without access to FAU financial aid, and most need more assistance.

OIP offers ten $500 awards for summer programming of three weeks or more, and four $1,000 awards for semester length programs. We can support only a small portion of those who apply for this modest support. More recently, the Arts and Letters college has created several $1,000 awards for summer programs led by their faculty. These are simply insufficient to assist students who find it more costly to go abroad than study at their home base campus. Each year OIP advises 30-50 students who explore their options and even sign up for a program, only to drop near the program start date due to lack of funds. FAU needs both college-based and university-wide study abroad awards to encourage more students to go abroad.

#2 TOP NEED – Create an Innovation Fund to provide faculty incentives to create new courses with international and/or language and culture content, develop new study abroad programs, and prepare and give research papers at international conferences and events

Faculty are the core and “heart” of the FAU international education community, and it is essential we find more ways to support their teaching and research, and encourage them to do more with study abroad and university internationalization. A small infusion of funds for a range of activities would strengthen faculty capacities and allow them to broaden their international interests. The recent 2010-2013 Department of Education grant for curriculum building and faculty development in Asian Studies is an excellent example of what can be done with a relatively small amount of money. The UISFL grant supported over three years the creation of 12 new courses and 5 research grants for faculty from across FAU. Grants ranging from $2,000 to $4,500 were sufficient to garner much interest from faculty. This nearly doubled the number of non-language courses that can count towards the Asian Studies certificate.

Similarly, funds are needed to allow faculty to explore new study abroad program ideas. OIP has a drastically limited budget (after 4 years of steady cuts) and no funds to assist faculty who wish to plan a future program in a new location. Safety and security concerns alone require some pre-planning of new sites and can also help the faculty member plan a more refined set of activities for the students. Similar funds can assist in part: development as well.

Lastly, faculty and interdisciplinary area programs like Asian Studies, Caribbean and Latin American Studies, Classical Studies or Jewish Studies need flexible funds to support international conference travel and participation, as well as funds to create new innovative workshops, conferences and seminars at FAU. The model of the well-funded Peace Studies Program at FAU shows what can be done with a reliable annual budget for innovative programming. A robust intellectual university calendar featuring international and global topics can engage faculty, graduate students and advanced (research-oriented) undergraduates and help make FAU a more attractive destination for international-oriented faculty and students.
#3 TOP NEED – Create a formal recruitment strategy to attract more international students to FAU

FAU needs to take advantage of current global trends in student mobility to recruit more international students to our university. Our current numbers of international students are relatively low (less than 3%) and should be increased so we can (a) enroll international students in select top degrees, (b) increase the diversity of our student population, (c) raise needed tuition revenues, and (d) bring more visibility for FAU around the world. Many U.S. schools in Florida and elsewhere are now actively developing recruitment plans to attract more international students. FAU has done relatively little to date in this regard.3

The top two sending countries in general are India and China, and both countries have huge populations of college-age students who need access to universities in the U.S. and other study destinations. Both countries also have shown to have a growing number of these students willing to go abroad for undergraduate programs. FAU has some students from India and China and has a good reputation in Latin America and the Caribbean. New target nations for international student recruitment include global economic powers or emerging powers such as Brazil, Turkey, South Korea, Vietnam, and South Africa. Many of these countries and several in the Middle East are also creating large national scholarship programs to support the students for their work in the US. Literally hundreds of thousands of other students have sufficient personal funding to cover the costs of university education in the US.

FAU needs to undertake a careful assessment of these new markets and trends and articulate an international student recruitment strategy that makes sense for FAU’s degree programs, and our relative advantages based on our location in South Florida. The strategy needs to explore (among other things) the use of agents (or not), which world locations to target first, what types of outreach events to attend and participate in, and what types of support different student groups may need to succeed at FAU. The strategy also needs to identify the key campus units to be involved, assign primary responsibilities to the appropriate staff, and supply them with the budgetary resources needed for a successful long term recruiting program.4

#4 TOP NEED – Create scholarships for international students and/or consider tuition reductions for top degree candidates

Not all top international students seeking access to an American university have the personal resources to pay the high cost of international tuition and fees. FAU must balance our search for qualified international students between those supported by family and personal funds, those supported by a government scholarship, and those who

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3 The exceptions to this slow track on international recruitment were the activities of the International Education Working Group in 2010-2011, the recent creation of the “Pathway to Academic Readiness” or PAR program, and new conversations on international student enrollment management led by Associate Vice President Bob Seltzer. NB: At the time the June 2013 was written FAU had not been in touch with Navitas; the Navitas initiative is more recent and will be discussed in Section III.

4 The IETF had several members eager to rank #3 as the #2 top need; the review of top needs #2 and #3 should therefore bear this in mind. One member noted cogently that rapid success in the area of international student recruitment could quickly yield added nonresident tuition revenues for FAU, some of which could be used to support the activities called for in top need #2, as well as top need #4.
need some financial assistance from FAU. Recent ad hoc experiences at a few international recruitment fairs have revealed a wide range of student needs, and FAU must have some way to differentiate ourselves from our competing universities in Florida or elsewhere. Often a small reduction of some of the costs can make the difference between coming to FAU or not. Once a steady relationship to a region or set of schools has been established, FAU’s name and reputation can then create a more steady pipeline of students (many of whom will pay full tuitions) for the longer term.

#5 TOP NEED – Engage the University Advancement office and individual college development and philanthropy staff to locate donors with international interests

Efforts to raise gift and donor funds for international education projects have been miniscule at FAU in the last several years. Early conversations between OIP and University Advancement from 3-4 years ago led nowhere. Recently the College of Arts and Letters has seen some success to get gifts to support college study abroad programs. The Italian language program also has some support for study abroad to Venice and other Italy locations from the local II Circulo organization. Otherwise, there has been no real progress in this area. It is critical that University Advancement and college development staff be brought into the conversation and address the best way to reach current FAU donors and future donors with international interests and a willingness to help FAU build up our global capacities.

#6 TOP NEED - Identify a small number of key international partner universities in pivotal world locations where multiple FAU colleges can engage in collaborative international education activities, aka create "transformational partnerships"

International university partnerships are common activities in international education and are used to enhance the capacities of universities to teach a wide array of students, offer students access to new and affordable study opportunities in other countries, and offer faculty attractive teaching and research opportunities abroad. Partnerships advocate that more can be done together than apart, and that the educational experiences for those involved will be richer and more successful because of their collaboration.

In the last year alone, FAU added new comprehensive partnerships with top schools in South Korea (Korea University Sejong), Israel (University of Haifa), Italy (University of Roma Tre), and Ecuador (Universidad San Francisco de Quito), and negotiations are underway for ties to several other comprehensive partnerships in Australia, Germany, Italy and Brazil. Identifying more locations where two or more FAU colleges can participate is key to building long lasting and effective partnerships. Comprehensive partners are schools that offer access to students from multiple academic fields. Sending and receiving students among two or more FAU colleges can help balance an exchange more easily and engages a broader cross-section of FAU constituencies. Moreover, when FAU has an established and successful partnership in a location, it increases FAU’s reputation and visibility of FAU in that country and can aid long term student recruitment activities.

Comprehensive partners also have the potential to support many different kinds of activities, since the relationships we have established can lend support to new kinds of
collaborations. One leading international education commentator\(^5\) has dubbed such intense and diverse university linkages *transformational partnerships*; these are ones that are nurtured with regular attention and support, where more colleges and faculty can be engaged in different projects and activities, and where the give and take deepens and creates changes to both partners over time. Transformational partnerships often lead to common goal setting and new projects that neither partner could do on their own.

Lastly, the IETF feels a few comprehensive partners are needed in all major world regions. A major OIP strategy in the last five years has been to add partners, particularly for student exchange, in more parts of the world besides Europe. The dominance of European partners at FAU stems from successful programs established in the 1990s and the perennial interest of FAU (and most U.S. students) for countries such as Italy, Spain, France, and England. We should not abandon Europe, surely, but we need to find a better balance of world locations to meet current needs and interests, as well as our obligation to train students to be global citizens in the 21st century. Foreign affairs expert Fareed Zakaria coined the phrase “the decline of the west and the rise of the rest” to describe the new global era of the 21st century.\(^6\) While the United States and Europe are not as bad off as some declare, recent economic crises in both the US and Europe must be contrasted by the rise of global economic powers like India and China, and new “mini BRIC” nations South Korea, Vietnam, Turkey and South Africa. Shifting power bases to the east and south reflect the altered global economic terrain. This is the Asia-Pacific century – and Asia, and to a lesser degree the entire southern hemisphere (mostly Brazil), are the rising spheres in the global arena. We need to prepare FAU students for careers that will intersect with these spheres of economic and social power. Any strategy for more comprehensive partners needs to keep the modern geography of the global world at the forefront of our thinking as we move forward.

**#7 TOP NEED – Encourage faculty and staff to submit more grants on international topics, to take advantage of international funding opportunities from US AID, NIH, NSF and other funding agencies with an international affairs potential; have the Research Division create resources and a stronger infrastructure to help faculty do this**

Many internationally-oriented faculty seek access to grant opportunities but find they have limited departmental or college assistance for these efforts. The recent Division of Research efforts to have seminars and roundtables to highlight selected RFPs is laudable and has helped many faculty. But more assistance is needed to support the complex application processes and prepare the often complex grant budget and matching cost share budgets now require. University wide matching funds for grants is very much needed as well and some review of the university processes for managing grants once received would also assist faculty.

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5 Dr. Susan Buck Sutton, special advisor to the President of Bryn Mawr coined the phrase “transformational partnerships”; unpublished essay on file at OIP entitled “Placing Partnerships at the Center,” c. 2010.

Section III. Top Need Area Progress Made Since June 2013 and December 2014

In the last 18 months several efforts arose to advance a few of the top need areas. Table 2 outlines the major international activities undertaken by offices, colleges, and the campus leadership team. Major initiatives have been focused on international student recruitment, and the continued expansion of international university partnerships. In Fall 2013 FAU launched the “Pathway to Academic Readiness” or PAR program to offer conditional admission to international students needing intensive English for academic purposes. PAR has completed three successful semesters and the degree seeking students enrolled in PAR non-credit English courses have increased from 4 to over 16 in less than one year. In Summer 2014 FAU also signed a multiyear contract with the international firm Navitas to create the “Navitas at FAU UPP,” a twelve month program of mixed FAU courses and Navitas classroom assistance programming to allow international students to succeed in the FAU university setting. PAR and Navitas complement each other and promise major increases in the number of international students who will attend FAU for degrees.\(^7\)

FAU has also maintained steady progress to advance international university partnerships with leading schools around the world. In September 2013 and June 2014 two faculty, deans and staff delegations traveled to Turkey to visit over ten universities for potential partnerships. We have already signed an agreement with Bilkent University in Ankara, a top school in Turkey, and 2-3 more agreements are in progress at this time. FAU has also signed other notable agreements with top schools in Israel, France, Germany and China.

By contrast, there has been little progress in four need areas (study abroad scholarships, scholarships for international students, financial and staff assistance for external grants for international activities, and donor gifts for international projects), and no action at all to create the recommended “Innovation Fund” to assist faculty, departments and colleges to engage in a wide range of new international activities. This is perhaps understandable, since all these areas require an infusion of financial resources to succeed. But without progress in these areas, FAU’s efforts to expand our global capacities and presence will remain stifled.

Table 2
Progress Made Towards Top Need Areas since June 2013

<table>
<thead>
<tr>
<th>Top Needs Identified by the IETF June 2013</th>
<th>Activities Undertaken as of Dec 2014</th>
<th>Data/Impact</th>
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<tbody>
<tr>
<td>#1 Top Need: Create a university-wide study abroad scholarship fund</td>
<td>DFSCAL creates Study Abroad Scholarship Program with funds from the DFSCAL Advisory Board Fund</td>
<td>Summer 2013: Three $1,000 awards and two $5000 awards, for $4,000 total Summer 2014: Four $1,000 awards and four $500 awards, for $6,000 total</td>
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</tbody>
</table>

\(^7\) The January 2015 semester will see over 30 new international students in the Nativas @FAU UPP and several Navitas students in the PAR program doing the full term English Level A. PAR will also enroll an estimated 12 other degree seeking students in Level A and Level B PAR course work.
<table>
<thead>
<tr>
<th>#2 Top Need</th>
<th>Create an Innovation Fund to support faculty research and teaching, and international program development</th>
<th>NO PROGRESS</th>
<th></th>
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<tbody>
<tr>
<td>#3 Top Need</td>
<td>Create a formal recruitment strategy to attract more international students to FAU</td>
<td>Pathway to Academic Readiness (PAR) program was launched in Fall 2013 and is now in its second semester of year 2 operations</td>
<td>2013-2014: 9 students in Fall 2013 and 13 students in Spring 2014. 2014-2015: 18 students in Fall 2014 and 16 (est) students in Spring 2015. 7 students enrolled at FAU in degree studies after PAR and another dozen PAR graduates are enrolled for non-degree studies at FAU. All 16 (est) enrolled in PAR for Spring 2015 are degree seeking students at FAU.</td>
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<td>FAU signed a 10 year contract with Navitas to build a &quot;Navitas at FAU Undergraduate Pathway Program&quot; to recruit more international students to FAU</td>
<td>Navitas @ FAU starts in January 2015 with over 30 (est) students in NUPP and 4 (est) in the PAR FTE term (Level A) for January 2015</td>
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<tr>
<td>#4 Top Need</td>
<td>Create scholarships and other incentives for top international degree students</td>
<td>FAU and Broward College (BC) agree to a 6 credit transfer award tuition waiver for up to five Associate Arts (AA) graduates of the BC International Centers/per year</td>
<td>One BC student is starting at FAU in January 2015</td>
</tr>
<tr>
<td>#5 Top Need</td>
<td>Engage University Advancement and college development staff to locate donors with international interests</td>
<td>Only the DS/FCAL Study Abroad Scholarships (see above)</td>
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<td>#6 Top Need</td>
<td>Identify a small number of key partners in pivotal world locations where FAU can have comprehensive partnerships</td>
<td>FAU signed several new Agreements of Cooperation with leading universities around the world, and two delegations of faculty and deans traveled to Turkey for partnership explorations</td>
<td>Technion, Israel; University of Haifa, Israel; Ludwig-Maximilians University, Germany; University of Tours, France; Institute of Technology, Australia, Research Institute for Tropical Forestry, China; Bilkent University, Turkey</td>
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<td>FAU and Broward College submitted a proposal to create a joint FAU/BC campus and 4/6 year degree programs in Costa Rica</td>
<td>Pending, would allow for business, engineering, and eventually liberal arts degrees at the Costa Rica site, as well as intensive English offerings and a year-long dedicated Study Abroad Center</td>
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<td>#7 Top Need</td>
<td>Support faculty and staff in extramural grantsmanship on international and global topics</td>
<td>Div of Research assisted faculty to apply for the Obama Singh India Initiative Grants</td>
<td>Grants were unsuccessful</td>
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<td>L.I.C.I. and DESCAL partnered with FIU to get Japan Foundation support for Japanese studies at FAU</td>
<td>Modest support for Japanese Studies will be available for three years</td>
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Section IV. Recommendation - Adding a Global Engagement Platform to the FAU Campus Strategic Plan:

The FAUCIE finds this an opportune time to reexamine FAU international education needs, and recommends that we take immediate steps to expand and strengthen our international capacities and visibility as a player in global higher education. There have been calls for adding a “global engagement platform” to the FAU campus strategic plan and the FAUCIE endorses this general concept. A “global engagement platform” as visualized in a graphic design (page 11) shows how all of FAU’s academic colleges, faculty, staff and students can conceivably participate in one or more of the common international education activities. The horizontal nature of international engagement means it crosses all colleges and allows for interdisciplinary activities and multi-college participation. Faculty and students can choose to emphasize their particular interest area (e.g. study abroad, hosting visiting scholars, recruiting international students, or joint research with colleagues abroad). The global platform is large and broad enough -- and the possible activities diverse enough -- to allow large numbers of the FAU community to find a way to engage in a global activity. These combined activities, engaging an ever deepening swath of
the university community, will create synergies to advance outstanding international and global teaching, learning and research, create a more diverse and culturally exciting institutional culture, and increase FAU’s visibility and stature as a world class university. FAUCIE stands ready to assist the President, Provost, deans and faculty in these important efforts.