Strategic Planning Implementation
for
Global Connectedness

SUNY College at Oneonta

A Report from the Global Connectedness Committee

Respectfully Submitted on March 8, 2013

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at SUNY College at Oneonta**

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Glossary of Acronyms

AALANA – African American, Latino, Asian, and Native American   GCC – Global Connectedness Committee
ALS – Africana & Latino Studies   OIE – Office of International Education
COIL – Collaborative Online International Learning   OIP – Office of International Programs
ESL – English as a Second Language   SPC – Strategic Planning Council
FFL – Foreign Languages and Literatures   VoIP – voice over Internet Protocol

I. KEY LESSONS FROM THE REPORT

Global Connectedness raises students' awareness of the increasing interdependence of our world and educates them to participate effectively, responsibly, and respectfully in the international environment.

15 Key Lessons

1. Employers and other stakeholders are increasingly calling on SUNY College at Oneonta to prepare students to effectively participate in today's globally connected world.

2. A comprehensive central database should be developed to map all of the College's global activities.

3. The current approach to a globally connected campus reaches only a small fraction of students.

4. To be successful global learning must be systematically embedded into all disciplines and throughout the College curriculum, including specific General Education requirements.

5. The existing Office of International Education (OIE) is a logical choice for a centralized global resource center called the Office of International Programs (OIP), focusing holistically on global connectedness as an outreach and support center for all stakeholders, on and off campus.

6. A centralized OIP will have greater functionality, appropriate lines of authority, and an enhanced ability to provide excellent service to international students, outbound U.S. students, faculty, and U.S. and overseas institutional partners.

7. The College should follow the SUNY Global Center's policies and procedures for international exchange programs, which already exist, rather than developing separate guidelines.

8. International students bring a global perspective to the classroom, diversify the student body, and increase student quality; therefore, international exchange programs and international enrollment should be supported as a goal of the Strategic Plan, not as a means to maximize revenue.

9. The current College model for supporting faculty-led study abroad experiences for students limits growth potential and is not sustainable. Enhanced support, steady funding streams, clear policies, streamlined procedures, centralized resources, and clear academic standards will increase the number of study abroad opportunities.

10. Study abroad, the number of international students on campus, and the demand for foreign languages are increasing; however, such increases alone do not engender a comprehensive globally connected college.

11. The College should provide the Foreign Languages and Literatures (FLL) Department with faculty and resources to support and expand instruction in existing study areas and develop new areas of study in selected non-western languages.

12. Communication and computing technologies offer tremendous opportunities to link the College to the world; the College should take full advantage of the SUNY Collaborative Online International Learning (COIL) program.

13. The College must make significant financial commitments to global connectedness; limited financial support has greatly restricted activities that are prerequisites to moving the institution forward in the global arena.

14. Students and faculty need motivation and incentives to engage in and pursue global learning and teaching.

15. Global contributions of faculty members should be formally incorporated into the College's procedures for Term Contract Renewal and Tenure and Promotion.

II. INTRODUCTION AND BACKGROUND

a. Global Connectedness and the SUNY Oneonta Strategic Plan 2010

"Global Connectedness" is one of the six pillars of the SUNY College at Oneonta (SUNY Oneonta) Strategic Plan 2010. The stated goal of the Global Connectedness priority is to: "Promote increased cultural understanding, immersion, and inclusion by enhancing opportunities for greater interaction in the global arena." The Strategic Plan 2010 outlines the following stated initiatives to be pursued over a three-to-five year period.

- Enhance coordination of global educational activities for faculty, staff, and students.
- Expand service-learning, internships, and scholarship opportunities in other countries and with international organizations by engaging and supporting faculty and staff.
- Develop incentives and recognition systems to encourage student engagement in global, international, and study-abroad programs.
- Increase opportunities to study foreign languages and cultures.

b. Significance of Global Connectedness

In order for SUNY Oneonta students to be successful in life, they must be globally aware. A college education should accurately fit the real demands of a connected world. As stated by the former President of the American Council of Education, one the nation's most visible and influential higher education associations, "America's future hinges on its ability to educate a globally competent citizenry."[1] Employers and other stakeholders are increasingly calling on colleges and universities to prepare students to effectively participate in today's globally-connected world. Improving levels of international awareness helps employers build international competencies by enabling them to discern cultural differences and sensitivities. Being globally aware is rapidly becoming a core skill for the future workforce. Higher education is the only institution capable of meeting this extensive demand. To this end, SUNY Chancellor Nancy Zimpher has made global connectedness a priority by calling on college leaders to tie global activities to core institutional strengths.[2]

The importance of being globally aware transcends the promise of a better job after graduation. The globally educated student will grow from an established framework to be globally competent for life – a global citizen. Students educated at a globally-connected college are more likely to:

- exhibit a diverse and knowledgeable worldview through which they may analyze political, environmental, cultural, economic, historical and social developments.
- understand the global dimensions of their chosen discipline.
- learn to respect and value other cultures.
- develop cross-cultural tolerance and understanding that nurtures peace.
- become socially and environmentally responsible.
- be able to effectively communicate with other cultures and/or in another language.
- gain a positive outlook as to their place in the world.
- be empowered to make a difference.

> **SUNY Oneonta Benefits.** *By enabling students to become globally aware the College stands to benefit. Globally connected students bring an international perspective to the classroom, diversify the student body, and increase student quality.*

c. Synergism with the Strategic Action Plan on Equity, Diversity, and Inclusion

Global connectedness and diversity "share common values, including going beyond the simple fact of accepting but embracing people for all what they are even if sometimes that means fundamental differences. Global connectedness and diversity are not about selecting only those aspects of cultures and identities that bring common denominators, are easy to accept, or are appealing. Global connectedness and diversity are about hard personal and collective work, aimed in making us better human beings and building a planet where hate, fear, domination, and force are not the way to the future. Both goals aim to facilitate an emerging campus culture and intellectual community that thrives on structural diversity as well as global diversity. "[3]

d. Global Connectedness Committee

Charge: To determine how to best implement the College's Strategic Plan on Global Connectedness, and seek avenues to promote college-wide global awareness.

Committee Creation: Tracy Allen, Chair of the Global Connectedness Committee (GCC) was appointed by the College Provost and the Strategic Planning Council (SPC). Faculty and staff were appointed to the Committee by the GCC Chair based on their international expertise and/or experiences and interests in developing a campus-wide global perspective.

Membership:
Tracy Allen, Chair (Geography Department)
Savannah Bao (Educational Opportunity Program, and current OIE Interim Director)
Tracy Betsinger (Anthropology Department)
Robert Compton (Africana and Latino Studies Department)
Shawn Dacey (Student Member)
Mark Ferrara (English Department)
James Greenberg (Teaching, Learning and Technology Center)
Brett Heindl (Political Science Department)
Karen Joest (Human Ecology Department)
Ho Hon Leung (Sociology Department)
Carol Mandzik (Office of International Education, term 2012)
Zanna McKay (Elementary Education & Reading Department)
Kathy Meeker (Grants Development Office)
James Mills (Geography Department)
Joseph Pignato (Music Department)
Thomás Sakoulas (Art Department)
Elizabeth Small (Foreign Languages & Literatures Department)
Michelle Thibault (Office of Continuing Education & Summer Sessions)
Renee Walker, SPC Liaison (Anthropology Department)

e. Objectives and Methodology

Based on the SPC's Open Forum on Global Connectedness (March 28, 2011), and through discussions at initial meetings of the GCC, consistent themes governing global learning emerged. A campus-wide survey conducted by the SPC and GCC addressed two global learning questions: (i) What activities are currently conducted at this College that promote global connectedness? (ii) How might the College enhance and promote opportunities for greater interaction in the global

arena? The survey produced 33 responses to the first question and 36 responses to the second question. From this survey and GCC discussions, nine synthesized objectives promoting global connectedness and potential methods for addressing the initiative were developed. These objectives/methods, listed below, best represent the wide array of views regarding the current state of global connectedness at SUNY Oneonta, and how the campus can become better united on a global scale.

1. Determine how SUNY Oneonta is currently globally connected.

2. Integrate global connectedness into the curriculum.

3. Fund globally connected initiatives.

4. Create a resource/information center that initiates, promotes and supports international activities.

5. Increase teaching and learning experiences abroad.

6. Utilize technology to facilitate global connections.

7. Expand service learning, internships and scholarship opportunities in other countries.

8. Develop incentives and recognition systems to encourage global connectedness.

9. Increase opportunities to study foreign languages and cultures.

Subcommittees of the GCC were formed to explore and report on SUNY Oneonta's current global connectedness status, and to make recommendations regarding potential initiatives and activities to meet the objectives of the College's Strategic Plan 2010 regarding global connectedness.

f. Goals of the GCC Subcommittees

The established GCC subcommittees were charged with researching and addressing the following global connectedness issues at SUNY Oneonta, within the context of the following *objectives*:

1. Globalizing the curriculum: *Integrate global connectedness into the curriculum.*

2. Centralized office for international programs: *Create a campus resource center that initiates, promotes and supports international activities.*

3. International exchange programs: *Expand international exchange programs that promote global teaching, research and service for students, faculty and staff.*

4. Learning abroad experiences: *Expand long-term and short-term learning abroad experiences for students.*

5. Foreign languages and cultures: *Increase opportunities to study foreign languages and cultures.*

6. Technologies for global scholarship: *Develop and employ communication technologies to facilitate global connectedness.*

7. Funding global connectedness: *Create a source of funds that will sustainably facilitate global activities on campus.*

8. Incentives and recognition: *Develop incentives and recognition systems to encourage global connectedness.*

III. CURRENT GLOBAL ACTIVITES

Objective: *Provide an account of current activities at SUNY Oneonta*
that promote global connectedness

SUNY Oneonta engages in a broad range of global connectedness activities; however, a comprehensive database of all activities does not exist. Creating a list of current global activities proved to be more of a challenge than was initially anticipated. This is due, in part, to the decentralized method of reporting and lack of a clear definition of globally connected activity. This deficiency severely limits the campus from accurately assessing how globally connected it is, and makes it impossible to measure its progress.

Employing surveys to track international engagement is not sufficient. The campus-wide survey conducted by the SPC and GCC provided some valuable information; however, the survey was incomplete because not all faculty engaged in global activities responded. Further, there is no means to track ongoing and up-to-date information regarding reported activities.

The only areas of Global Connectedness that are currently tracked are indicated below.

	2008	2009	2010	2011	2012	Change
Number of Students Participating in Study Abroad	41	48	58	57	121	80
Number of Study Abroad Placement Sites	21	15	21	24	76	55
Number of Students Participating in Faculty-Led Study Abroad Programs	23	26	77	51	99	76

Clearly, this is not a complete list of the College's global activities, nor is it a good indicator of goals met. Therefore, the GCC recommends the following strategies to better track our global connectedness activities.

Annual reports. Each unit of the College should be required to report on the global activities of its area. Faculty could include this information in their faculty activity reports; a section could be added for Directors reports. Thereby, each division could, in turn, report the global activities for the year.

A global connectedness database. A comprehensive database would be the most efficient system for the collection and reporting of global activities, and could also be used for strategic planning and tracking. (As an example, The University of Cincinnati has a comprehensive system, found here: www.Uc.edu/international/cosmic.)

Course designation. Currently, there is no way to identify a course that includes a strong global component beyond the course description. An examination of the 2011-2012 academic year course catalogue indicted that the College offered 118 (58 in fall, 60 in spring) courses whose descriptions indicated a global component, and 59 (30 in fall, 29 in spring) foreign language courses representing 6 languages. However, there is no way to ascertain, for example, if Dr. X's section of Introduction to Literature has a global focus. An added section attribute could serve as a way of identifying and tracking courses that include a global component.

IV. IMPLEMENTING GLOBAL CONNECTEDNESS

IV.a. Globalizing the Curriculum

Objective: *Integrate global connectedness into the curriculum*

SUNY Oneonta students would benefit from a better sense of the rest of the world and how citizens in New York State and the U.S. will play a positive role in the increasingly globalized world of the 21st century. Having more students study in and travel to other parts of the world is undoubtedly an important component of our overall goal.

In an optimistic scenario, participation in study abroad programs might reach the point where as many as half of our students would undertake such an experience sometime in their college career. In the 2011-2012 academic year, 220 SUNY Oneonta students (about 4% of the total) participated in a study abroad program. Considering that most students study abroad in their sophomore and junior years, as few as 8 to 10% of all SUNY Oneonta students might study in another country sometime before they graduate. However, even if the College could increase the number of students interested in a study abroad experience to 50%, a significant portion of these students would be unable to participate due to financial or programmatic reasons. And, even for those students who do manage to study abroad, the majority of time spent pursuing their degrees will be on the SUNY Oneonta campus. Therefore, if we expect our graduates to be global citizens with a sharpened awareness of the world and our place in it, we must place much more emphasis on what our students learn here, not just abroad.

Students do not necessarily need to go abroad to develop a more critical understanding of their place in the world. Creating a critical perspective is foundational to a global perspective. What tools are our students using to make sense of the news or reflect on popular culture? Filtering the barrage of infotainment and responding to popular culture in a thoughtful manner will not happen on its own. Providing information and knowledge has historically been the cornerstone of higher education. However, information is now continually available to all, and threatens to overwhelm society. What our students need is a critical perspective – a filter for organizing this information. They need a common vocabulary around core concepts built upon the new structures of our rapidly changing world. It is our responsibility to meet the challenge of enabling our students to become fully functioning global citizens in an interconnected world through a solid foundation in general education courses that offer a critical lens, as well as a large selection of courses that reflect a deeper understanding of being part of an interconnected world.

IV.a.i. Current Assessment

SUNY Oneonta is incorporating such perspectives academically in a number of ways; as of now, however, we have no good way of tracking and analyzing such courses or faculty activities. We know on an anecdotal basis, and through a cursory reading of course titles and descriptions, that many faculty members bring their expertise and insights about global connectedness to the classroom each semester. Further, many professors, and even a number of students, are involved in research that extends far beyond the U.S. borders.

The College's current curriculum incorporates a number of components, such as the following, that support the understanding of global connectedness.

General education. Currently, every SUNY Oneonta student must enroll in at least one course related to Western Civilization, and one course that deals with "Other World Cultures" or a general world history; and each student must take the equivalent of one semester of a foreign language.

Courses. There are many courses offered on campus that have either global content or a global focus. Some of these fill the above general education requirements, but many others do not. SUNY Oneonta offers a basic selection of internationally-oriented courses in Africana & Latino Studies (ALS), Anthropology, Geography, History, Political Science, and other departments. However, the majority of such courses are about Europe. For example, there are approximately 30 course offerings in the area of European history, but only five courses that focus on Asia. Further, foreign language courses largely focus on Spanish, French and German. The world is rapidly changing, with societies in Asia and Africa increasingly at the forefront. Global awareness at SUNY Oneonta should reflect these world changes. About 75% of the people in the world live in Asia or Africa, and only 10% live in Europe. This means that approximately 70-80% of the international classroom learning that has thus far been taking place at SUNY Oneonta has focused on about 10% of the world's population.

Majors and minors. SUNY Oneonta has at least one major with a global focus (International Studies). Several other majors (e.g., ALS, Anthropology, Geography, History, Political Science and the foreign language majors) certainly have global content in many of the required courses. Minor options include ALS, Anthropology, French, Spanish, Geography, History, Political Science, Arabic and Islamic Studies, and Religious Studies.

Despite the current offerings and efforts, a general consensus emerged from multiple College-wide open forums leading up to the Strategic Plan 2010, that we are not doing as much as we need to in educating our students, and we need to augment and enhance what we are teaching. These changes can take many forms. One traditional approach would be to simply add new curricular offerings that are targeted at global connectedness. Another approach would be to infuse global connectedness as widely as possible in existing courses and majors. Creating new offerings *and* infusing global connectedness into existing offerings would be a way to approach the challenge.

IV.a.ii. Recommendations

There are many creative and innovative ways to globalize the curriculum. Changes and innovations to the curriculum should not be imposed, but originate from faculty themselves. However, there are ways that the institution can support and encourage such changes.

Reevaluation of General Education and Foreign Language Requirements

For more than a decade, our campus was unable to make changes to the General Education requirements. However, SUNY Oneonta can now initiate some campus-based changes and modifications. This presents an opportunity to have a serious and campus-wide dialogue to determine whether or not global connectedness requirements should be made. There are a number of reasons why this should be pursued.

- Integrating global connectedness into the College's curriculum has largely been the de facto responsibility of individual faculty in International Education, FLL, Geography, Anthropology, ALS, History, Political Science, and Music rather than a collective effort by departments across campus.

- Global learning must be systematically embedded into all disciplines and throughout the curriculum, including specific General Education requirements, to be successful. Courses that meet the requirements of being globally connected should be designated as such.

- Requiring that students take one course about Western Civilization (of a two course requirement) at the very least favors a Eurocentric perspective.

- Whether or not today's students are aware of it, they live in a globalized world. Our task is to promote critical evaluation of what this means, and to develop courses that best encourage critical reflection of the global arena.
- The one course that students typically take to fulfill their Foreign Language requirement is in either Spanish or French. More students should enroll in non-European languages.
- In today's world, taking one semester of a foreign language is not sufficient. Students should take enough coursework to at least become conversational.

Co-Curricular Recommended Changes

- Enhance the experience of international students on our campus by developing programs that better integrate them into their new environment and interactions with U.S. students (and, by doing so, enhance the experience of our U.S. students).
- Fund/support more internationally-themed lectures, symposia, workshops, speakers, etc.
- Provide better forums and opportunities for U.S. students who have studied abroad to share their experiences and insights with other students on campus.

IV.b. Office of International Programs

Objective: *Create a resource center that initiates, promotes and supports campus-wide global activities*

IV.b.i. Current Assessment

Currently, international activities are fragmented and divided among departments on campus, which is detrimental to advancing the College's Strategic Plan 2010 and keeping pace with the rapid change and complexities of international programming. The existing state of conditions also reduces the level and quality of service that could be achieved, and reduces productivity. The existing OIE would be a logical home to a centralized global resource center (a proposed OIP), focusing holistically on global connectedness as an outreach and support center for all stakeholders, on and off campus.

The functions of the OIE currently include but are not limited to the following (see www.oneonta.edu/academics/inted).

International Recruitment and Retention

- Directly recruit international students and participate in American International Recruitment Council and SUNY international recruitment
- Develop a strategic plan for international recruitment and retention, and study abroad program goals and objectives
- Serve as admissions office for undergraduate and select graduate degree-seeking international students, and for all incoming undergraduate exchange and visiting students (including recruitment and retention efforts)
- Provide a comprehensive range of services unique to international students
- Develop unique campus and community programs, such as:
  - Foreign language tutoring to community members
  - Mentor/"buddy" program with the existing AALANA Mentor Program
  - International student scholarships
- Establish U.S. and overseas transfer degree articulation agreements (also part of diversity and recruitment/retention strategies)

- Establish U.S. and overseas partners for freshmen intake (also part of diversity and recruitment/retention strategies)
- Evaluate overseas course credentials
- Work with departments on overseas course syllabi evaluation
- Provide comprehensive immigration guidance to students
- Enroll students in international health and repatriation insurance programs
- Maintain and update the OIE website

Study Abroad
- Serve as administrative office for outbound study abroad participants, providing a comprehensive range of services unique to study abroad
- Establish study abroad and faculty exchange programs
  - Develop unique, career-focused programs, such as the OIE internship program for SUNY Oneonta seniors and enhanced study abroad components
  - Host campus study abroad fairs and participate in SUNY study abroad fairs
  - Provide special workshops
- Enroll students in international health and repatriation insurance programs
- Work to expand study abroad programs

The OIE has faced significant infrastructure and logistical challenges to fulfill these basic responsibilities, while at the same time being tasked with growing programs, and increasing the numbers and diversity of both incoming international students and our own outgoing students. Limited staff, space and resources, as well as a perceived lack of strong support from administrators, has historically contributed to the challenge. A position in the OIE has recently been added, however, in an effort to increase the support of international degree students and study abroad opportunities. The OIE staff now includes a Director, Assistant Director, Study Abroad Coordinator and Student Services Coordinator. Searches are currently underway to fill vacant positions.

The current campus climate also poses some barriers to the integration of international students and other visitors into life on campus and in the community, including the following.
- Lack of campus housing during breaks and/or year-round, which obligates students to seek alternative housing arrangements in the absence of robust community attachments, or to travel internationally at significant cost.
- Airport pickup dates that allow only four days for international students to become oriented to campus and community.
- Current course registration policies and procedures that often lock out international students from courses required for their majors.
- Absence of an interfaith "quiet" room, which is vital and respectful to diverse cultural and ethnic members of the SUNY Oneonta community and their respective religions.
- Lack of (or diluted) "safe zones" (such as the International Student Lounge in Hulbert Hall, which has been diminished by domestic student use); this condition could signal a lack of cultural or dietary need sensitivity to the international community.

IV.b.ii. Recommendations

Successful higher education international programs require centralized service and designated staff with required skills and resources to effectively promote cross-cultural understanding and assist with faculty, staff and student international development and exchange. It is, therefore,

recommended that all international services at SUNY Oneonta reside within one center with greater functionality, appropriate lines of authority, and an enhanced ability to provide excellent service to international students, outbound U.S. students and faculty, and U.S. and overseas institutional partners. The OIE, which currently provides support for most international programming, would be renamed the OIP. The OIP would absorb OIE, establish policy and streamline international program procedures; act as a resource center and a link between the College and the world; provide accurate information and service (in-bound and out-bound); and, lead, monitor and evaluate progress.

Additional specific recommendations are as follows.

- Establish the OIP under the Division of Academic Affairs.
- Reposition the OIP on campus to be co-joined with the Career Development Center, Center for Social Responsibility & Community, Center for Academic Development & Enrichments, and/or Admissions (one building) to aid and encourage overseas internships and cooperative experiences, encourage tutoring services, and leverage resources astutely as they affect recruitment and retention.
- Centralize international activities within the OIP with the following upgrades:
  o Provide greater Banner access for OIP staff for course registration of international degree and exchange students, and for improved functionality as it directly relates to institutional, global advancement.
  o Strategically involve OIP in campus-wide orientation.
  o Shift all inbound exchange student administrative activities, including course registration, from Continuing Education & Summer Sessions to the OIP.
  o Add an Assistant Director as academic advisor to international students, working closely with faculty advisors.
- Align English as a Second Language (ESL) courses under the OIP to facilitate:
  o Working in tandem with recruitment strategies.
  o Establishment of an ESL program or outsourced ESL program abroad (for sending faculty and staff overseas on partnership programs).
  o Consistency of ESL teaching methods with recruitment strategies and global upgrades in ESL abroad.
  o Consolidation of classes for efficiency and without co-joining international students with learning-disabled and remedial domestic students.
  o Establishment of institutional English proficiency scores and/or ESL program levels for COMP 100 entry of new international freshmen (working with the English Department).
- Create an OIP reserve fund for faculty exchanges under SUNY-approved programs.
- Provide campus-based housing on breaks and/or year-round to encourage summer enrollment and offset costs associated with travel for internationals students.
- Expand airport pickup dates from 4 days to 7 days, with orientation on Friday instead of Saturday, allowing for proper rest, unexpected airport pickup delays, and logistical setup for new students and staff members.
- Establish full financial-need scholarships for underrepresented, minority international students.
- Create an interfaith "quiet" room.
- Ensure the integrity of campus "safe zones" by enforcing established policies and providing support for international student use of such space.

<h1 style="text-align:center">IV.c. International Exchange Programs</h1>

Objective: *Expand international exchange programs that promote global teaching, research and service for students, faculty and staff*

SUNY Oneonta lags significantly behind other institutions in regard to international exchange programs. And, with the current system in place, faculty and students are less likely to take part in exchange programs. Without investing in and focusing on internationalization of the campus, faculty opportunities (i.e., short- and long-term exchanges) may not occur, or will be significantly delayed. As a result, scholarly exchange may be impeded.

IV.c.i. Current Assessment

- There has been an increase of over 38% in regular exchange programs over the last three years.
- Starting with two exchange programs in 2007, SUNY Oneonta now offers nine exchange programs, with the potential to develop two more within the next two years.
- There are 7-10 exchange students studying at SUNY Oneonta each academic year from overseas partner institutions. (Exchange students face the same obstacle as degree-seeking students, such as lack of housing during winter and summer breaks.)
- Since Fall 2010, a student intern program has been in place, with two interns per year assigned to the OIE; these interns are responsible for freshman consultation and passport enrollment, and gain valuable career skills.
- A Peer Mentor program was created in Spring 2013, in response to lack of staff members (the Advisor's position has been vacant) and to provide better service to new students.

Challenges

- Decentralized international exchange programs and procedures.
- Lack of understanding of what other departments and offices have been doing.
- Lack of support in providing year-round housing, although the dialogue for solving this issue is in process.
- Lean funding streams, compared to other schools.
- Lack of major incentives for international students that keep pace with the rising cost of tuition and associated charges with study abroad participation.
- Out-of-reach costs of exchange programs for many students and faculty.
- Lack of continuity of recruitment staff; currently, the OIE Director is the only recruiter; further, when past directors have left the institution, important recruiting information including contacts and connections is also gone.
- Emphasis is put on recruiting, rather than on student service; when the number of international students is low, the College responds quickly and criticism arises, but when the student service is weak, it often goes unnoticed; complaints spread quickly among students and even overseas, bringing negative impact on the institution.
- Extra steps in the international application process burden overworked staff and decrease efficiency (although the recent Interim Director of OIE has updated the webpage to streamline the application process).
- International students are often left with no advisor, given the high turnover of staff (the Advisor's position is often left vacant) and frequent traveling of the Director.

IV.c.ii. Recommendations

- Support international exchange programs and international enrollment as a goal of the Strategic Plan, not as a means to maximize revenue. International students bring a global perspective to the classroom, diversify the student body, and increase student quality.

- Weigh student service equally with recruitment, and overall centralize and streamline the exchange programs/departments. This would give greater authority to OIE/OIP while drawing support from different departments and groups from across campus and beyond. It would create a "one-stop" service that helps students and faculty members participate in and organize exchange programs.

- Streamline both inbound and outbound exchange processes that are under the administration of the OIE/OIP. This would include inbound exchange student course enrollment, since these international students are recruited by the OIE and their overseas program curriculum is understood by OIE staff. In the past, exchange students couldn't register until Orientation, which is late because of limited seats. (One major change has occurred in Fall 2012 – the OIE Interim Director created a registration form and required exchange students to list 10 courses for registration in the middle of the semester; while the Interim Director obtained permission from each instructor, she was not authorized to register the students because that function has been done by Continuing Education & Summer Sessions.)

- Build continuity by cross training and sharing responsibilities. In addition to the director, a senior staff member (either assistant or associate director) should share the recruiting/ advising/managing responsibility and serve as the acting director when the director is away to avoid interruption of student services.

- Avoid individual campus programs, since SUNY system administration (SUNY Global Center) already has policies and procedures, which all campuses should follow.

- Analyze faculty led-trips (challenges, solutions and successes) to better ensure that they are integrating the study abroad experience into the curriculum, and that the goals and objectives of the overseas experience reflect the College's Mission Statement.

- Expand and create new exchange programs, contingent upon approval of the reorganization of the OIE/OIP concurrent with the Strategic Plan, and without impinging upon other SUNY programs. (OIE remains cognizant of the balance of programs in the SUNY system, but continues to work toward feasible and campus-appropriate programs.)

- Streamline logistics, account management, and recruitment of faculty members and students for faculty-led trips.

- Create incentives for faculty who are active in international exchange programs.

- Identify resources and sources for future exchange programs.

- Seek opportunities for internal and external funding (e.g., faculty development funds, Fulbright programs, and government grants and scholarships).

- Focus on making exchange trips affordable to both students and faculty.

- Encourage students to take trips that can give them more of a "cultural shock" (comfort zone countries can sometimes be too similar to holiday trips).

- Develop trips led by multiple departments.

- Provide financial aid information and a student checklist, along with extensive counseling and special workshops.

- Increase study abroad workshops and information sessions. (Study abroad fairs and workshops for SUNY Oneonta exchange and faculty-led trips have been conducted on our campus for the past three years, along with extensive classroom visits, which has contributed to the increase in study abroad participation.)
- Upon approval of the reorganization of the OIE/OIP, move faculty-led trips from Continuing Education & Summer Sessions to the OIE/OIP.
- Provide free housing for Fulbright professors and Fulbright student scholars (with or without family members).

IV.d. Learning Abroad Experiences

Objective: Expand long- and short-term learning abroad experiences for students

SUNY Chancellor Nancy Zimpher has noted the importance of developing sustainable learning abroad programs with a well-thought-out plan in accordance with SUNY policies and regulations. SUNY campuses share resources in the area of study abroad programs, which are governed under "SUNY Rules, Regulations, Policies, and Procedures"[4] and "Study Abroad Programs: Financial Procedures."[5] The primary document used for SUNY system-wide advisement can be found at: http://www.suny.edu/internationalprograms/2011StudyAbroadGuide.pdf.

Zimpher has also emphasized her philosophy of linking international programs to institutional strengths. An author of a 2004 report by the National Association of State Universities and Land-Grant Colleges that called for a greater role for college presidents and chancellors in internationalization, in 2010 Zimpher stated that "college leaders should tie global activities to core institutional strengths." Without linking international work to a college's "substantive competence" these programs risk becoming "a thousand points of light, uncoordinated."[2]

The Chancellor's Award for Internationalization (CAFI), established in 2011, gives priority to less commonly travelled destinations. This, along with other SUNY initiatives, is in line with the above stated priorities of the Chancellor.

IV.d.i. Current Assessment

Study abroad is an educationally enriching and life-changing experience for SUNY Oneonta students and the faculty member leading the course. "Students who study abroad often expand their perspective on world affairs, better comprehend diverse cultures and languages, and grow in self-understanding."[6] Students commonly cite travel abroad as the most important learning experience of their college career. Upon their return, students more frequently engage in educationally purposeful activities. The duration of stay does not result in learning outcomes differences. Thus, there is value in increasing the number of short-term cross-cultural opportunities for students who lack the finances and/or time to be away.[4] Students returning to SUNY Oneonta from a study abroad experience bring a multifaceted perspective to the classroom by increasing student awareness of global issues and heightening cultural competence.

SUNY Oneonta students have different options when it comes to studying abroad. They can participate in one of the exchange agreements that our campus administers or one of over 50 other SUNY-administered campus programs; they can take a leave of absence and participate in another institution's study abroad program; or a student can opt to take a short-term faculty-led study abroad course.

Study abroad (4-year SUNY opportunities). The OIE oversees the administration of SUNY-approved exchanges and direct study abroad opportunities. SUNY Oneonta has 8 exchange

programs (in Japan, Korea, Germany, Sweden, Finland and Ghana) in which our students, as well as other SUNY students, can participate. In addition, a student can apply to any study abroad program administered by sister 4-year SUNY institutions, increasing the opportunities to over 50 programs (http://www.sunysystemabroad.com/) and giving our students a vast array of options. OIE has a full-time Study Abroad Coordinator on staff to assist students with navigating the process. Students who choose a study abroad program from another SUNY 4-year institution are registered at SUNY Oneonta for coursework, allowing the credit to count toward the residency requirement; this also assists with financial aid as their FAFSA information can go unchanged. Students are billed tuition at their home institution, financial aid is applied to the bill, and a transfer is made from one SUNY institution to the other. Students pay only the applicable program fees and deposits directly to the host SUNY institution. This is an area that can be challenging for students, however. Often program fees and deposits are due months before financial aid is disbursed (e.g., if a student is planning on using Fall financial aid to pay for a Fall semester study abroad, and the deposit and program fee are due in May, the aid will not be available in time to meet the deadline). Students often must borrow money and pay it back once the aid is received. Many students are unable to borrow the money, making a semester study abroad experience impossible.

Study abroad (2-year SUNY/other institutions opportunities). Students can also opt to study abroad through programs of the 2-year SUNY institutions or any regionally accredited institution. This requires that students take a leave of absence and receive prior approval for any coursework they wish to transfer back. Students can work closely with OIE and the Office of Academic Advisement for guidance. OIE runs a study abroad fair each Fall to promote and educate students on the different study abroad options.

Short-term faculty-led study abroad. The area of faculty-led short-term study abroad courses fosters great opportunities and challenges for global connectedness at SUNY Oneonta. Currently, these programs are administered by the Office of Continuing Education & Summer Sessions. In the last 3 years, there has been a dramatic increase in the number of faculty interested in offering short-term study abroad, and the College has had to take a close look at the structures in place to support such growth.

In early 2006 a committee was formed to determine whether or not to use course fees to support faculty-led field courses (both international and U.S.-based) and how to manage travel reimbursement. If a program fee were used, then faculty travel costs and the costs to run the program would be charged to the student, increasing the cost for students. In Fall 2006 a proposal was presented to the President's Cabinet, which decided that the College would assume the costs of the program. An account was created with a $40,000 annual allocation, managed by the Associate Provost of Academic Support. Courses were approved by the appropriate Dean, and travel and expenses were managed by the Associate Provost. In 2010, it became clear that the demand would far exceed available funds. In response to this trend, the leadership of Academic Affairs established a yearly program review with a deadline for applications to put an end to the "first-come first-served" model. A committee consisting of the Deans and the Director of Continuing Education & Summer Sessions (current manager of the account) met to review the proposals, and it was determined that funding would go first to those courses that were not offered the previous year. The Deans review and approve the courses and determine priority, and the Director of Continuing Education & Summer Sessions manages the account.

In November 2011 SUNY conducted an audit of all study abroad programs on our campus. The audit examined both study abroad exchanges and short-term faculty-led study abroad courses. At the time of the audit, the OIE administered 7 study abroad exchanges with MOU's, and the

Office of Continuing Education & Summer Sessions managed an account to support faculty-led short-term study abroad courses. Based on audit findings, the Provost and VP of Finance and Administration formed a workgroup in the Spring 2012 semester comprised of faculty and staff experienced in the administration of study abroad programs to review current practice and recommend changes for the administration of short-term faculty-led study abroad courses. The workgroup set out to "recommend policies for faculty-led course trips that will enhance institutional global connectedness priorities, ease administrative burden on faculty, promote sustainability and success of course trips, and meet SUNY audit guidelines." The workgroup summarized the current issues concerning faculty-led short term study abroad:

> "Although successfully managed, the administration of faculty-led course trips is fragmented among departments without a strong, centralized structure. Policies and procedures have changed often over the last several years, compounding administrative logistics that faculty find difficult. The current model for supporting faculty travel costs limits the growth potential of trips and is not sustainable. Other areas of concern include non-student participation, proper use of tour companies, and risk factors inherent to international travel."

A proposal of policy and procedural changes is currently being reviewed by the College Senate and President's Cabinet. The proposal addresses the issues related to fragmentation, and proposes a plan to fund faculty-led courses to not only allow the College to sustain the current programs, but to grow them.

Currently, the investment of resources remains low in relation to the potential benefits. More faculty who are willing and able to operate successful academic programs abroad should be supported, rather than faculty competing for resources. High costs associated with international travel and learning abroad can also serve as a significant impediment. Faculty members who might be inclined to develop short-term study abroad programs quickly find that the startup costs of doing so are prohibitively high. Development funds are in short supply, and institutional barriers in the absence of widely disseminated and easily understood procedures are formidable. These barriers serve as strong disincentives for innovation. Similarly, many good students are unable to take part in international learning experiences because they are unable to afford the high costs of international airfare and lodging.

Prospects for international internships are also quite poor, because setting up these experiences requires a great deal of time, energy and funding to make proper visa arrangements, find placement sites, and sort out living arrangements, particularly in the face of language and cultural barriers and a lack of local knowledge. Ultimately, logistics and coordination pose the greatest barriers to faculty interested in advising students for international internships. The SUNY study abroad website at http://www.sunysystemabroad.com/ does include internships; however, the number of study abroad internships should be expanded with more value placed on building international internships through SUNY Oneonta. To this end, the College has hired a full-time Internship Coordinator who can assist students with navigating the study abroad site to identify and develop internships. This position works closely with the OIE Study Abroad Coordinator. Additionally, the College now works with the Albany Asia Association Corporate Cambodia Internships program to provide SUNY Oneonta students with opportunities.

IV.d.ii. Recommendations

The primary focus of the College over the past several years has been the creation and institutionalization of many long-term and short-term learning abroad programs. Thus far, the programs that exist on campus lack consistency, centralized administrative coordination, and proper academic outcomes assessment. The College should designate existing study abroad programs as integral to its Strategic Plan and continue to identify new study abroad experiences.

However, these programs must be fully supported (financially and administratively). New short- and long-term programs should be reviewed to prevent excessive overlap in programming. All faculty-led study abroad programs should receive funding subject to reapplication.

In addition, there should be discussions regarding the aggregate credit limits to "experiential learning" both in the form of internships and short- and long-term study abroad. The College should emphasize programs that have interdisciplinary and multidisciplinary value to maximize student and faculty involvement in ways that create intellectual cross-fertilization, rather than narrow disciplinary focus. The precise number of programs allowed should be rationed based on demand and other criteria, such as:

- Regional and country representation (e.g., not all Europe-based programs).
- Interdisciplinary and multidisciplinary appeal.
- Collaboration between or among faculty, especially two or more departments and/or institutions.
- Level and degree of institutionalization of the program to include MOUs as a benchmark of sustainability and, for first-time or exploratory programs, the likelihood of establishing such institutional connections.
- Cultural pre-departure and post-departure training workshops specific to the program.
- Assessment of academic content strength.
- Extent of faculty qualifications to conduct short- and long-term study abroad courses.
- Clearly specified mechanism of supervision, in the event of an internship.
- Partnership with other SUNY colleges/universities wherein each institution brings different strengths.
- College's financial commitment to reducing the personal cost of faculty, and the development of a pool of funds based on a program fee that would lead to the establishment of student scholarships for tuition and partial travel expenses.
- Priority of unique programs developed by faculty for destinations that are less common and non-duplicative of overall SUNY offerings.

In order to promote and facilitate faculty-led study abroad at SUNY Oneonta, minimally, five recommendations should be implemented: 1) create a compressive process map, 2) provide financial management support, 3) provide administrative and secretarial support, 4) establish emergency and management policies, and 5) set minimum academic standards.

All study abroad courses should be subject to academic review, and new course proposals should require OIE review for issues of safety and logistics. Minimum academic standards should be set by participating faculty.

The development of new opportunities for faculty-led student travel should be supported with grants to scout out potential travel sites and to make contacts with local universities. The inability to conduct this logistical work has proven to be a significant impediment to the establishment of new programs. In addition, the College should avoid programs that overlap substantively, emphasize recurring programs, and encourage the development of new academically rigorous study abroad experiences. The College should also provide greater institutional support and visibility for faculty and students applying for international fellowships, such as Fulbright, MacArthur Foundation, National Science Foundation, Boren, and Rotary International opportunities.

IV.e. Foreign Languages and Cultures
Objective: Increase opportunities to study foreign languages and culture

Foreign languages are a necessary part of becoming globally connected. The goal of educating college students to "participate effectively, responsibly, and respectfully in the international environment" means that SUNY Oneonta students should do more than rely on technological translation tools (which are improving, but are still so imperfect as to be ineffective) and, as a matter of courtesy and respect, not simply expect their international partners to speak English.

Faculty members recognize that our graduates will likely need to communicate with people all around the world. It has also become clear that some people around the world have developed very negative views of the US; a particularly common perception is that Americans are rude and arrogant. The ability to greet one's international partners in their own language and the knowledge of the unique modes of courtesy in other cultures will allow our graduates to make good first impressions and overcome the initial barriers that international and intercultural stereotypes impose. Even if they do not become fully fluent in a particular foreign language and must rely on translators to conduct their main business, the knowledge of foreign languages that the College can provide will serve its graduates well in establishing positive relationships with their international partners.

The goals of Global Connectedness and foreign language education are parallel. The ultimate goal of foreign language study is communication with people belonging to different cultures, which requires two indispensable masteries: the ability to fluently and correctly use a language, and knowledge of the culture(s) related to the language. A useful metaphor would be that of unlocking doors and windows in students' minds, to convey how foreign language study allows them to go out and participate in the wider world, and how their knowledge of foreign cultures can shed new light on their understanding of their own culture.

The goals of foreign language study, thereby, coincide directly with those of Global Connectedness, as both "promote increased cultural understanding, immersion, and inclusion by enhancing opportunities for greater interaction in the global arena."

IV.e.i. Current Assessment

The FLL Department currently offers coursework to support majors, minors and concentrations in Spanish and French; a minor in Arabic and Islamic Studies; General Education classes at various levels in American Sign Language, Ancient Greek, German, Italian, Japanese and Latin; and elective credits in other languages, such as Chinese, Korean and Russian, through the Self-Instructional Language Program (SILP).

The FLL Department strongly supports overseas experiences as a crucial means of furthering the goal of global connectedness. The FLL Department conducts faculty-led overseas courses that offer SUNY Oneonta students short-term experiences abroad; FLL faculty also strongly encourage French and Spanish majors, minors and concentrations to participate in summer- and semester-long overseas programs. And, students from other majors who plan to study abroad frequently take language courses before departing. This arrangement is formalized for Korean; as part of an exchange agreement, one Yonsei University exchange student is a tutor for our SILP program, and the SUNY Oneonta students who plan to study abroad in Korea take at least one semester of the language before going. In terms of enriching global connections for students on campus, the FLL Department has found that the SILP program has become one way that the Department contributes to increasing contact between local and international students, since the program depends on native speakers to lead the students' tutorial sessions.

The foreign language-related student clubs create additional social spaces for students to share and experience different cultures and international perspectives; the French and Spanish clubs have been active for many years, and an Italian club has recently achieved formal status.

The FLL Department has benefited from the internationalization of the faculty at the college, "borrowing" faculty with foreign language expertise to teach classes and to give the SILP final exams. Similarly, members of the FLL faculty collaborate with other departments that have an interest in internationalizing their curriculum. The strongest synergy relates to international programs and study abroad, which can lead students from many major fields of study to an appreciation of the usefulness of foreign language study.

IV.e.ii. Recommendations

- Employ common strategies to strengthen global connectedness and foreign languages at SUNY Oneonta.

- Encourage more students to study abroad in non-English-speaking countries. Academic advisors in all major fields of study should be given information and guidance about how to integrate an overseas experience into each student's program such that the experience contributes to, rather than delays, progress to graduation.

- Provide more financial support in the form of grants and scholarships; in particular, to encourage students to really go global and not just stay in their comfort zone, a priority for awards should be for study in non-English-speaking countries.

- Fully staff the FLL Department. The French section has been understaffed for years, lacking even the minimum staffing needed to support the French major; given a proper minimum of staffing, the program will be able to grow and support new initiatives (see next point). The SILP program has also been limited due to budgetary constraints, and there is consistent demand for more than the ten sections that are offered each semester.

- Create (or restore) connections with universities in Quebec to benefit from a non-English-speaking country within driving distance. Cooperative classes such as the one previously taught in the Communications Department on Intercultural Communication (involving short-term travel to Quebec and a visit to our campus by a class from the cooperating institution) could be one model, and other forms of exchange and cooperative agreements can and should be developed.

- Fully support the OIE, including a Study Abroad Advisor to help more SUNY Oneonta students go overseas, as well as an International Student Advisor to attend to the unique needs of our international students, such as additional ESL classes and housing during breaks and vacations. The higher tuition that international students pay should support the extra resources they require. These students are not a "cash cow" for the College; rather, they enrich the community and provide living global connections right here on campus.

- Encourage more students to double-major with a foreign language, or to minor in a foreign language. It would be relatively easy to arrange for training and to provide information for academic advisors in all major fields of study, thus encouraging the idea that any major can be enriched by global connections.

- Expand SUNY Oneonta's interpretation of the General Education FL2 Foreign Language requirement to two semesters of study, rather than one. This would put SUNY Oneonta in line with its peer institutions in terms of academic expectations; and, with greater language skills more students would likely have the confidence to study overseas.

- Provide faculty and resources to support and expand instruction in non-western languages. Currently the Arabic language sequence is not staffed at a level that will allow students to complete the Arabic and Islamic Studies minor; the two students who have completed the minor so far have done so through study abroad and Individual Course Enrollments. The FLL Department's mid- and long-term planning includes expanding regular offerings to include Mandarin Chinese, a language of critical importance.

IV.f. Technologies for Global Scholarship

Objective: Develop and employ technologies to facilitate global connectedness

IV.f.i. Current Assessment

Communication and computing technologies offer tremendous opportunities to link to a world outside of SUNY Oneonta. Therefore, a key component of our overall goal must include the leveraging of existing campus technologies *and* their expansion so that our students, faculty and staff can learn, use and document creative uses of such technologies in an expanding and increasingly interconnected global environment.

We currently use technologies to connect the campus to global partners in a variety ways. Specific examples include:

- Asynchronous collaborations in electronic spaces such as ANGEL (our campus Learning Management System), Wordpress (our blogging platform) and others.
- Synchronous collaborations using Skype, Go To Meeting and Adobe Connect between students and faculty in a variety of disciplines.
- Use of hardware and software such as jamLink to connect Music Department faculty with artists and musicians in Canada, Europe, Asia, and the Middle East for live collaborations.
- Distance learning collaborations between the University of Rome Tor Vegata and the Music Department's audio production program.
- Use of voice over Internet Protocol (VoIP) to connect students with international experts.

The College can significantly expand global connectedness; the following recommendations provide possible paths forward to ensure that SUNY Oneonta remains global connected for decades to come.

IV.f.ii. Recommendations

Technology Service Inventory. A technology service inventory will enable us to discover ways in which our existing communications technologies can leverage and extend existing international partnerships, particularly those for which we are the sponsoring campus. This inventory will also help to secure and support initiatives that we are already doing well.

Emerging Technologies. It is recommended the College charge Information Technologies Services on campus with continually investigating and investing in emerging technologies such as Internet 2, video conferencing, and VoIP that afford new opportunities to the campus community to participate and contribute to the global community. Processes and resources should be put in place that continually look for technological opportunities (and barriers) that provide solutions for international collaboration, research, teaching, and other scholarly and creative activities.

International Activities and Programs Portal. The College should develop a web-based portal that provides comprehensive links to international programs and resources, such as the OIE, study abroad opportunities, international outreach programs (e.g., the Ninash Foundation), international facilities, coverage of the College in the international press, and ongoing international collaborations and activities among College faculty, staff and students. (For an example, see the University of Cincinnati's UCosmic: http://www.uc.edu/webapps/ucosmic/.)

Collaborative Online International Learning. The College should take full advantage of the SUNY COIL Program to develop meaningful, sustainable international opportunities for students, faculty and staff. The SUNY COIL Center partners with participating SUNY campuses, helping them embed globally networked learning into courses and internationalization plans. These participating campuses make up the COIL Nodal Network. COIL envisions these campuses developing into nodes that support and communicate with each other, rather than simply serving as a hub and spokes system with COIL at the center.

The College should support COIL programs by:

- Joining Binghamton, Cobleskill, Corning CC, Cortland, Delhi, Empire State, Geneseo, New Paltz, Oswego, Purchase, and Ulster CC as members of the Nodal Network (at an annual cost of $5,000) to gain access to the network of U.S. and international institutions participating in COIL programs.
- Providing departments with grants to develop COIL programs.
- Incentivizing faculty with training stipends to develop COIL-based courses.
- Making a commitment at the Provostial and/or Presidential level to the COIL model by designating a campus Nodal Network Coordinator, who will call regular meetings for interested faculty and staff, and help coordinate support with the Colleges' international programs and/or instructional technology offices.

Additional Recommendations

- Enhance the technological infrastructure to encourage the development of hybrid teaching models that enable sharing faculty between SUNY campuses, virtually and in the classroom.
- Provide technological platforms that support the incubation and development of innovative international online course work, training and professional development, and life-long learning.
- Use technologies such as video conferencing, VoIP, and Internet 2 to extend the enriching benefits of international education to a broader spectrum of SUNY Oneonta students, faculty and staff than are presently able to study abroad.
- Encourage and support the development of courses incorporating international collaborations via such technologies.

Technology can serve us well as we look for ways to expand opportunities for our faculty, staff and students. Technology should expand, extend and support face-to-face, person-to-person international exchanges.

<p align="center">**IV.g. Funding Global Connectedness**</p>

Objective: Create a source of funds that will sustainably facilitate global activities on campus

IV.g.i. Current Assessment

This section provides an inventory of existing funding devoted fully or in part to programs and initiatives that are global in nature. *Note: this list may not be exhaustive.*

<u>Internal Funding</u>

i. *State budget funds*

- Office of International Education (OIE) budget – has several lines of funding for different functions; however the base allocation does not increase as enrollments increase.
- Multicultural Student Affairs Office budget.
- Center for Multicultural Experiences (CME) budget; in addition to state budget line, CME receives allocations from both the College at Oneonta Foundation and the Alumni Association.
- Faculty Led [off-campus] Field Courses: separate line allocated to the Office of Continuing Education & Summer Sessions; a total of $40,000 is allocated annually for faculty-led field courses (not limited to international courses); this is a fixed amount.
- Other projects/programs funded with discretionary pool monies (e.g. Model UN program); no formal process for requesting funds.
- Student Travel for Excellence Program (STEP) – international travel is eligible; however, application review process is unclear and funding is quickly depleted early in the academic year.
- Contract billing for established programs such as the Russian exchange program; administrative overhead can be collected for discretionary use by the campus.
- Administrative costs generated from students from other campuses who enroll in SUNY Oneonta study abroad programs (~$23k per year to Provost's Office); this revenue varies, however, the Provost has made funds available to International Education in the past.

ii. *College at Oneonta Foundation funds*

The Division of College Advancement "develops relationships and secures resources that enable SUNY Oneonta to achieve its vision and mission." (www.oneonta.edu/advancement/donors/) The mission of the State University College at Oneonta Foundation Corporation is to "raise and administer gifts and grants to enhance the academic status of the College through endowment, scholarships, and institutional programs." (www.oneonta.edu/advancement/donors/Foundation.asp)

Funding priorities for raising private gifts and grants have historically focused on faculty and student research, endowed and non-endowed lectureships, student and faculty monetary awards, support for academic programs and facilities, and, in particular, scholarships. A perusal of the listing of the many Scholarships/Funds at the College at Oneonta reveals the following funds that have a 'global' focus, however remote.

- The *George and Frances Waddington Scholarship* was created in 1998 in recognition of Frances Waddington, long-time College Foundation Board member and community leader, and her husband George, Professor of Social Science Education. The scholarship is awarded to an undergraduate Social Science major who has an interest in international affairs, and is renewable annually providing the recipients maintain a minimum cumulative GPA of 3.0.

- The *Garth Stam Scholarship*, established in 1998 in honor of the Head Men's Soccer Coach from 1960-1996, is awarded to students who demonstrate financial need, and college and community service through volunteer activities. Selected students must maintain a cumulative GPA of at least 2.5. Preference may be given to International Students who have completed one fully year at the College. This Scholarship is renewable providing students continue to meet the above criteria.

- The *Michael David Kevles '93 Scholarship* was founded and funded by Joseph and Ellen Kevles in 2003 in memory of their son, Michael David Kevles. This renewable Scholarship is awarded to a student who is a Pre-Medicine major or who will be pursuing a career in Medicine. Consideration will also be given to an undergraduate student who will be studying in Israel as part of a program through the College at Oneonta.

- The *Bill and Khuki Woolever Scholarship* was established to encourage wider participation in study abroad programs; and will provide financial assistance to matriculated students who are anxious and ready to study abroad, but otherwise might not participate because they would have difficulty paying for the extra costs involved. *Note: this fund is not yet endowed; as such, no funding is currently being awarded.*

- The *College at Oneonta Foundation 30th Anniversary Study Abroad Scholarship* is intended to assist students with financial need who wish to study abroad. The fund was established in 2012 with proceeds from a silent auction and dinner prepared by master chef and alumnus Joe Poon (class of 1978), in honor of the 30th anniversary of the College at Oneonta Foundation.

Importantly, the recently launched 125th Anniversary Comprehensive Campaign (which, as of this writing, is in its 'silent phase'), with a goal of raising $12.5 million, includes global connectedness as one of its four priorities. Through this campaign, scholarships that reduce financial barriers to studying abroad will be established and supported, making global learning experiences a reality for a greater number of students each year. The fund raising efforts of the campaign will further support the enrichment of international exposure on our campus by creating lecture series to bring scholars on international issues to campus, and supporting learning, internship and service opportunities abroad.

iii. *Other sources of funding*

- OAS International Scholarships: awards range from $3,000 to $5,000 USD for the fall/spring academic year; eligible candidates may apply after their first full-time semester at SUNY College at Oneonta.

- Alumni Association Scholarships: application form asks if the application is an international student and at least one award is made to an international student.

- Study abroad scholarships, grants, opportunities: the OIE offers a listing of national scholarships for study abroad, in addition to SUNY opportunities: (www.oneonta.edu/academics/inted/scholarships_st_abroad.asp).

External Funding

An InfoEd Sponsored Programs Information Network (SPIN) search resulted in 602 programs using 'global' as the criterion, and 1821 programs using 'international' as the criterion. Clearly there are funding opportunities for students, faculty and the institution. However, the institution currently lacks the infrastructure, organization and staffing to competitively pursue these opportunities. Some have been pursued sporadically through the Grants Development Office [GDO] (e.g. Fulbright Visiting Specialist Program, grants for faculty conducting research outside of the U.S., NAFSA: Association of International Educators' Cooperative Grants Program, USIA

and other agencies for the Oneonta/Kasnoyarsk exchange), and individual faculty fellowship awards (e.g. Fulbright Scholars), often with GDO assistance.

Discussion

Although SUNY Oneonta has made some significant steps in recent years to support international education and global connectedness, there are currently limited resources available for programs and initiatives with a targeted global focus. It is clear that the amount of financial support available greatly limits the types of activities that should be pursued to move the institution forward in this area. Added to this is the fact that information regarding available resources and procedures/processes for accessing such resources is not readily available and are often overly cumbersome.

International students on campus often face limited services, such as very few ESL courses and difficulties with housing, especially upon arrival and during breaks. Further, students from developing countries, including those who attend the University of Cape Coast (UCC), Ghana have difficulty affording the room and board costs of education in "developed countries." Even in the event that there are exchange agreements in place with institutions in developing countries, the exchanges often end up being one way. SUNY Oneonta students and faculty have significantly more resources than those from places like Ghana.

There also exists a lack of support for faculty to develop courses with an international focus or to undertake research in other parts of the world. Opportunities for faculty-led study abroad programs, a growing mechanism to promote global connectedness here and around the country, are limited. There has been virtually no support for visiting international scholars. Scholarships for students to participate in study abroad opportunities are currently also quite limited in scope and extent.

Many aspects of international education are admittedly expensive. There will obviously be a need to prioritize how we spend our time, talents, and treasures. In any case, however, it is clear that without an increase in institutional financial support there will be very few things that can be accomplished to significantly increase global connectedness.

External sources of funds can certainly be further explored. However, simply to identify such sources is an extremely time consuming and often a difficult exercise, much less for faculty to develop, prepare and submit proposals, even with GDO and other support. Further, one of the best ways to compete for external funds is to have strong base of campus support. The greater the competence of our faculty and the greater the ability we have to provide matching funds and other resources and support, the better position we will be in to secure external support.

IV.g.ii. Recommendations

Given that, overall, the recommendations of the GCC will likely result in structural changes to the way international and globally-connected programs are administered on campus, identifying relevant, appropriate external funding sources and making specific recommendations regarding sustainably funding global activities on campus is premature; however, there are a number of action items to consider.

- As with the 125th Anniversary Comprehensive Campaign, continue to establish global initiatives as a priority for future targeted College fund raising activity (e.g. study abroad scholarships, international student scholarships, funding for international faculty-led field courses, support for campus-based programs).
- Waive tuition and room and board costs for selected (need-based) international students seeking to attend SUNY Oneonta under a proposed *Developing Regions Room and Board*

Scholarship, organized and funded through the Division of Student Development. As part of the College's Strategic Plan 'pillar' on Globalization and Global Connectedness, provisions made to accommodate one student per year from a developing country would assist the College's globalization strategy in a way that includes sensitivity to issues of affordability. If this requires or is contingent on amending any existing agreements with international partners to include mutual waiver of residential accommodation, the authority should be so given to the OIE Director.

- Provide institutional support to initiatives that have a global focus (e.g. matching funds for visiting scholars), with a significant boost in institutional support to new initiatives listed in this larger report that have a global focus.

- Institutionalize meritorious global-related programs currently funded via annual requests from campus-based discretionary funding.

- Within a newly structured administrative unit (e.g. OIP), facilitate collaboration with all offices and committees that provide resources or support for international/global initiatives (e.g. Grants Development Office, Student Fellowships Advisory Committee, Fulbright faculty representative, Continuing Education & Summer Sessions).

- Add international connectedness as a priority for awards from existing programs (e.g. faculty development funds).

- Consider favoring international competence and expertise when deciding what new faculty positions are awarded.

- Make information regarding available resources easier to locate and to apply for.

IV.h. Incentives and Recognition

Objective: *Develop incentives and recognition systems to encourage global connectedness*

IV.h.i. Current Assessment

The success of SUNY Oneonta's Strategic Plan for Global Connectedness rests with the willingness of faculty and staff to implement change. The College currently offers few formal incentives and resources to encourage global awareness. Even willing faculty are often discouraged from implementing reform due to administrative and bureaucratic barriers. While many faculty participate in international scholarship and research, there is little incentive to integrate findings into the curriculum, classroom, or a study abroad experience.

Perhaps the single greatest obstruction to achieving global competency resides in the fact that the College does not consider global connectedness scholarship in its formal consideration of Term Contract Renewal and Tenure and Promotion. Currently, the amount of time and energy devoted to developing global programs is counted for very little in the review process. Rather, the effort is seen as class time or, at best, additional service. Facing unacceptable trade-offs between supporting global connectedness and advancing their professional careers, faculty are more inclined to pursue scholarship that will support promotion rather than engage in global learning.

There are myriad additional structural issues impeding global connectedness that are related to the lack of incentives and recognition, including the following.

- Rule-changing makes it difficult for faculty to develop programs (i.e., new course proposals and for-credit issues); faculty are often not alerted before the planning stage begins.

- Study abroad courses may be cancelled after significant planning.

- Study abroad courses may be cancelled by the College due to low enrollment; however, students who already signed up and paid are not eligible to receive all of their money back from travel companies.
- Legal counsel is not guaranteed for all students and faculty while in country.
- Faculty do not receive sufficient financial support during the planning process. Pre-departure travel expenses to establish contacts, create field experiences, and plan tour routes are not considered.
- Support issues (e.g. publicity and promotion, time spent with students, applicable rules and regulations, required paperwork, in-country planning and connections, and curricular course and new course proposal process) are currently not well addressed.

Creating incentives and offering support services must precede global learning curricular reform. Busy faculty will gravitate towards the path of least resistance out of necessity. Given the option of teaching an existing class in a familiar environment, and the option to work for an entire year to develop new classes/global initiatives including recruiting students, connecting with colleagues across the globe, traveling to faraway lands, being on call 24 hours a day away from family and constantly responsible for students, managing extensive amounts of paperwork and much more, faculty members would likely choose the former, unless the rewards outweigh the aggravation. Rewards could include adequate compensation, awards, accolades, course release for planning and preparation, funds to travel to another country to prepare and connect before the program, and recognition in Term Contract Renewal and Tenure and Promotion.

IV.h.ii. Recommendations

In terms of faculty participation, there are several roadblocks that prevent the undertaking of global connectedness initiatives. The complexity of issues that a faculty member must overcome can be overwhelming given the current teaching/research/service load; these include thorough planning for activities that will often occur away from the physical support system of the College. Faculty often feel that they are "on their own" to complete every single step of planning and implementing global initiatives and, worst, find themselves squeezed between a host of "supervisors" and a plethora of seemingly conflicting policies that tend to shift without consultation or respect for the hardship caused to academic programs. These difficulties are enough to discourage even the hardiest of faculty members from undertaking global initiatives.

Recommended Faculty Incentives

- Recognize faculty's global connectedness contributions as examples of excellence in teaching, research and service in the College's formal consideration for Term Contract Renewal and Tenure and Promotion; and generate explicit guidelines specifying that global connectedness contributions are considered in these decisions.
- Offer course releases for faculty to prepare for international courses.
- Offer course releases for faculty who conduct international scholarly research and creative activities.
- Guarantee that faculty will be paid to develop, prepare and implement international experiences.
- Provide funds for faculty to travel abroad to prepare and make contacts for international courses prior to course departure. Currently a faculty member must rely on a travel agent/company to vet a destination's hotels, restaurants and tours, or they must have extensive knowledge of the destination from prior travel. This fund would allow faculty

to travel to the destination prior to taking a group of students. They could vet lodging options as well as map out lessons ahead of time, and it would allow them to foster relationships with area agencies to strengthen course content. Lack of this type of support has resulted in relatively little professional travel outside of the U.S. and, consequently, very limited discussion of expanding the curriculum to other regions.

- Provide funds to allow faculty to shadow another faculty member on a faculty-led course. Often the first time a faculty member is on a faculty-led course is when they are leading it. Being able to shadow a more seasoned faculty member would provide the opportunity to learn best practices. Better preparation for the faculty member leading the course will result in a better learning experience for students.

- Provide travel funds to faculty who wish to travel abroad in order to integrate global connectedness into the classroom, identify global teaching partners, and/or conduct international scholarly research and creative activities.

- Create an annual Global Connectedness Award to recognize faculty and staff who are particularly engaged in global activities.

- Support faculty who further global connectedness for existing incentive programs. For example, in a given year departments could recommend members for discretionary salary increases based on their activities in promoting global connectedness. (The degree to which departments create and incorporate faculty incentives should be determined at the department level.) Prioritizing Faculty and/or Student Research Grant funds towards internationally-oriented projects would be another example.

- Create a OIP center that offers faculty members the resources needed to improve their courses to reflect global connectedness; there are many disciplinary and general 'best practices' types of resources available. Such a center could offer short-term workshops on specific topics, or ways to partner with colleagues to support such efforts.

Administrative Incentives

- Establish administrative incentives for offices/staff committed to global connectedness; such incentives, in addition to resources to maintain programming, would encourage administrative offices to take the lead on initiatives that advance the issue, instead of confining their role to procedural tasks. Incentives could be in the form of awards or a pool of perks for administrative offices/academic units to promote global initiatives. These funds could be awarded annually, similar to other campus-based awards such as the Diversity Award, and should be widely publicized on campus.

- Increase staffing and resources to support and enhance faculty-led trips and other global connectedness goals; staff are often overworked and are unable to assist faculty in matters of paperwork, scheduling meeting, etc.

V. PURSUING EXCELLENCE IN GLOBAL CONNECTEDNESS

Objective: Broad support for institution-wide global connectedness in order to guarantee that all students are exposed to global learning

Key Constituents Toward Objective Implementation	College's Current Assessment Toward Objective Implementation	Excellence in Global Connectedness
Strategic Plan	Global connectedness is a stated priority in the Strategic Plan 2010; however, the sum needs to be more than individual faculty, staff and student activities; a committee of globally-connected faculty and administrators are tasked with assessing and developing a plan to implement the strategic objectives.	Establish a clear plan for global connectedness with measurable objectives; implement recommendations from this report; a committee of globally-connected faculty, staff, and administrators are tasked with advising the SPC on continued global connectedness development and implementation.
Faculty	A small number of faculty incorporate global learning into their courses and lead study aboard programs; those who do receive little formal recognition or reward.	Critical mass of faculty are engaged in global course design, study abroad, and international research and creative activities.
Students	Some students are exposed to global connectedness via traditional global majors such as International Education, Foreign Languages, ALS, Geography, etc., or through co-curricular programming. Motivated students pursue global connectedness through study abroad.	All students have opportunities to be engaged in global connectedness.
Curriculum	International Education and the FLL Department offer degrees in global learning, and ALS, Political Science, History, Geography, Music, etc., offer an array of global courses.	Global connectedness is part of the College's General Education requirement and is intertwined into all majors.
Funding	Small seed funding and scholarships support faculty travel, course development, and student study abroad and exchange.	The College makes a significant financial commitment to global connectedness.
Technology	Minimal use of technology such as ANGEL, Skype, and jamLink by motivated individual faculty to advance global connectedness.	Technologies that link faculty and students to international learning networks are ubiquitous; the College is an acting member of the COIL Nodal Network; a universal database organizes all global connectedness activities.

Note: The table above is modified from: University Leadership Council, (2009) "A Maturity Model for Global Learning," Global Learning in the Undergraduate Curriculum. Education Advisory Board, Washington, D.C.

VI. CONCLUSIONS

SUNY Oneonta is poised for success in becoming a globally-connected institution of higher learning. The College values global connectedness, making it one of the six pillars of its Strategic Plan 2010. Subsequently, there has been a watershed of interest and action in global connectedness that necessitates focus, development, and continued growth.

The College is engaged in a broad range of global activities; however, a comprehensive database of activities does not exist. The lack of information and access severely limits the campus from accurately assessing how globally connected it is and makes it impossible to measure its progress.

Approximately 4% of SUNY Oneonta students studied abroad in 2011-2012. In addition to increasing this percentage, more emphasis must be placed on what students learn here. Integrating global connectedness into the College's curriculum has largely been piecemeal rather than a collective effort by departments across campus. Global learning must be systematically embedded throughout the curriculum, including specific General Education requirements; and courses that meet the requirements of being globally connected should be designated as such.

Currently, all international activities are fragmented among departments on campus, which is detrimental to advancing the College's Strategic Plan 2010, keeping pace with the rapid changes and complexities of international programming, and maintaining the quality of services provided. The existing OIE is a logical home for a centralized global resource center (the proposed OIP).

Sister institutions in the SUNY system, such as Brockport and Plattsburgh, outperform our campus in international exchanges. To bridge the gap, the College should follow the SUNY Global Center's policies and procedures for international exchange programs, which already exist, rather than developing separate guidelines; provide better student services; increase recruitment efforts; centralize and streamline exchange programs; and hire at least one additional OIE senior staff member.

There is value in increasing the number of short-term cross-cultural opportunities for students who lack the finances and/or time to be away for longer study abroad experiences. Despite the recent increases in the number of students who study abroad, the current model for supporting faculty-led study abroad limits growth potential and is not sustainable. Better supported resources and funding streams, clear policies, streamlined procedures, centralized resources, and clear, assessable academic standards would increase the number of study abroad opportunities.

Foreign languages are critical to becoming globally connected. Educating college students to participate in the international arena includes teaching how to effectively communicate in other languages, and debunking expectations that international contacts speak English. Speaking a language also requires a deep understanding of the culture. Rather than reducing the FLL Department, the College should provide faculty and resources to support and expand instruction in existing study areas and develop new areas of study in select non-western languages.

Communication and computing technologies offer tremendous opportunities to link to the world outside of SUNY Oneonta. Existing campus technologies must be leveraged, and expanded, for use by faculty, students and staff in an increasingly interconnected global environment. Further, the College should join the Nodal Network of the SUNY COIL program, and designate a Nodal Network Campus Coordinator.

Although the College has made some significant steps in recent years to financially support global connectedness, there are currently limited resources available for programs and initiatives with a targeted global focus. It is clear that the amount of financial support available greatly

limits the types of activities that should be pursued to move the institution forward in this area. Sources of funding for global connectedness include State budget allocations and the College at Oneonta Foundation. Additional funding from both sources should be expanded, thereby signally that the College has made a significant financial commitment to global connectedness. New funding sources that directly support global connectedness, such as the Bill and Khuki Woolever Scholarship currently being endowed, should be identified. Recent funding initiatives such as the College at Oneonta Foundation 30th Anniversary Study Abroad Scholarship and the 125th Anniversary Comprehensive Campaign, which includes global connectedness as one of its four priorities, are excellent steps. External funding opportunities should be more fully explored and competitively pursued, if appropriate and practical.

The success of global connectedness at the College depends principally on the willingness of faculty to implement change; however few formal incentives and resources are offered to encourage global awareness. Faculty can become discouraged from implementing reform due to administrative barriers, time constraints and workload; and there is little incentive to integrate international scholarship and research into the curriculum, classroom, or study abroad experiences. Incentives and recognition would entice more faculty to participate in global connectedness; such rewards could include compensation, faculty awards, travel funds for pre-departure planning and research and creative activities, and course releases for planning and preparation. Initially, two specific rewards would likely have the greatest impact: 1) travel funds for faculty who wish to travel abroad in order to integrate global connectedness into the classroom, identify global teaching partners, prepare for study abroad, and/or conduct international research and scholarly activities; and, 2) recognition of faculty's global contributions into the procedures for Term Contract Renewal and Tenure and Promotion.

Moving Forward. This report is the foundation to building a comprehensive plan for global connectedness. Each section of the report clearly lays out the College's current assessment (where we are now) and recommendations (where we need to be). The 15 Key Lessons can provide a guide to initiating and organizing priority planning and decisions. Each point is well grounded in research and experience. The details of how to implement the recommendations are to be worked out by vested administrators, faculty, and staff, and should include appointing an advisory board. For global connectedness to be successful plans must include measurable goals; outcomes should highlight successes and setbacks. Hiring a Global Connectedness Coordinator (like the Sustainability Coordinator), who is exclusively dedicated to facilitating campus-wide global awareness, will insure the quickest and most comprehensive outcomes.

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[1] Engber, D. and M.F. Green, eds. "Promising Practices: Spotlighting Excellence in Comprehensive Internationalization." Washington, D.C.: American Council on Education, Center for Institutional and International Initiatives, 2002.

[2] Fischer, K. "College Chiefs Should Walk the Walk on Internationalizing Campuses, Says SUNY Chancellor." The Chronicle of Higher Education. Washington, D.C., February 16, 2010.

[3] Statement of the SUNY Oneonta Director of the Office of Equity and Inclusion, 2012.

[4] SUNY Rules, Regulations, Policies, and Procedures (2006), available here: http://www.suny.edu/provost/international/studyabroad/internal.htm

[5] Study Abroad Programs: Financial Procedures (2006), Document No. 7010, SUNY University Controller, available here: http://www.suny.edu/sunypp/documents.cfm?doc_id=462

[6] National Survey of Student Engagement (NSSE), Annual Report 2007.