

**Internationalization of Northern Michigan University:  
A Report of the “Internationalization Task Force: A Curriculum for the  
21<sup>st</sup> Century”**

**A Recommended Series of Goals to be achieved by 2010**

**Recommended Implementation Plans 2005-2008**

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## **Task Force on Internationalization of Northern Michigan University: A Curriculum for the 21<sup>st</sup> Century Report**

### **Preface**

The Internationalization Task Force (ITF) was established in Fall 2004. It consisted of 35 members of faculty, administration, staff, and students who volunteered to represent a broad constituency of programs and departments from across the university. The Task Force developed goals, a mission statement, a campus questionnaire, and held a campus-wide forum on internationalization. The Task Force also worked through nine sub-committees examining areas in detail that pertained to internationalization and reported back to the whole committee. This report is the result of the deliberations of the committee of a whole whose work was enriched by the sub-committees. It is the end-product of a campus-wide, collaborative deliberative effort that began in October 2004 and continued through April 2005.

According to the NAFSA, the US Association of International Educators, there are six components to campus internationalization. These involve 1) the development of leadership and the administration of leadership across the campus; 2) the internationalization of the curriculum; 3) the recruitment and support of faculty with international training, teaching and research experience; 4) the promotion of opportunities to study and do research abroad including faculty-led Concentrated Learning Experiences Abroad (CLEAs); 5) the recruitment and integration of international students and international visiting teacher-scholars and performers into campus life; and 6) the internationalization of student affairs, including the promotion of internationally-focused extra-curricular activities and service.

### **Goals to be achieved by 2009-2010.**

1. Northern Michigan University will have an administration that provides the broadest possible support for the institution's international mission. NMU will have an Office of Global Programs comprising of 1) academic activities and programs and 2) an operations function housing a set of operations designed to facilitate study abroad and process international students.
2. Northern Michigan University students, graduate and undergraduate, will enjoy the benefits of a set curricular options, and requirements that have been critically reviewed to assure they integrate globalized content suitable for the 21<sup>st</sup> century.
3. Northern Michigan University will have a faculty who consider international scholarship to be an essential component of a career in the professoriate. The faculty at Northern Michigan University will include more individuals whose academic interests encompass the global dimensions of their fields.

4. Northern Michigan University will provide increased opportunities for students, graduate and undergraduate, to study abroad through both traditional programs and through faculty-led initiatives.
5. Northern Michigan University will welcome a diverse constituency of teachers and learners to campus. It will host on a regular basis international teacher-scholars and performers. It will educate an increased number of non-US students, roughly equivalent to 5% of the student body.
6. Northern Michigan University's Division of Student Affairs will play several key partnership roles with faculty designed to nurture global citizenship through education of Northern Michigan University students.
7. Northern Michigan University will use both "High Tech" and "High Touch" approaches to internationalize the campus community. It will support the use of innovative technologies for classroom interaction with educators and students in other countries while at the same time using these technologies to disseminate the University's name and its global mission to the world community. In so doing, it will seek partnerships with the local and regional community in order to retain Northern's distinctiveness as a university in the Upper Peninsula of Michigan.

## **Synergy**

It is assumed that actions taken from the implementation plan for a given set of goals will have beneficial synergistic effects across a range of related initiatives. For example, the creation of regular study abroad sites for NMU students at given locations will help to develop a regional expertise among faculty in those areas. It will also generate an increase in applications for study at NMU by students in the countries where our sites are located. And the increased initial support for experimental international service learning will lead to the growth in demand for such activities by students. Developing a program for visiting international faculty and performers will lead to an enlarged interest in global education and a broader exploration by students of opportunities to study outside the country. It is hoped that the myriad of suggestions provided below will begin to generate an academic discourse at NMU that increasingly will have an international focus.

The strategies outlined herein are aimed at helping Northern Michigan University to position itself as an institution whose graduates will acquire while studying at NMU not only a set of professional or pre-professional skills, but also a knowledge base that encompasses a global perspective and a strong sense of global community.

## **Definitions**

Because there is considerable confusion regarding terminology that is used, this report provides definitions supplied from the literature by the American Council on Education and the Center for Institutional and International Initiatives.

**Globalization** is the closer integration of the countries and the peoples of the world which has been brought about by the enormous reduction in the cost of transportation and communication, and by the dismantling of political and economic barriers to the flow

of goods, services, capital, knowledge, and to a lesser extent, people across borders (Steglitz, 2003).

It is the belief of the ITF that the forces of globalization will pick up pace in the 21<sup>st</sup> century and that the impact of these trends on students' futures will be profound. A large proportion of today's students, for example, can expect to spend some part of their career outside the United States, and a greater number of our current students must be prepared to operate in a workplace comprised of both US and non-US citizens. Given these trends, the committee supports a campus-wide initiative to globalize NMU curricula and programs. The committee further believes that an acknowledgment of the play of global forces and processes must perforce be accompanied by improved understandings of the cultures and peoples of other nations and reifies the importance of international studies. Responding to these twin exigencies will lead to the Internationalization of the NMU campus. The American Council on Education (ACE) and the Center for Institutional and International Initiatives (CIII) provides the following definition of "internationalization."

**Internationalization** is a complex process whose combined effect, whether planned or not is to enhance the international dimension of the experience of higher education in universities and similar institutions (Knight, 1994).

This committee fully recognizes that the processes inherent in globalization have important implications for multiculturalism. The ACE/CIII provides the following definition of "multiculturalism."

**Multiculturalism** refers to a feeling of shared fate, to the need for changing identities, transforming our sense of self and of what it means to be an American, and of seeing what the United States looks like through the eyes of different groups, and sometimes refers to an attempt to increase social and economic justice (Eddy, 1996).

This being said, the committee felt its primary task was to focus on internationalization and to defer issues of multiculturalism for a later date. (See below, Curriculum II). This report will proceed to provide recommendations arranged in categories recommend by NAFSA, the Association of International Educators.

### **I. Northern Michigan University will Continue to Develop and Support Leadership in the Internationalization Process and the Administration of Internationalization across the Campus**

Leadership is an essential component of a successful internationalization program. NMU's ITF acknowledges the commitment senior administrators have made to internationalization in the very creation of this task force. This being said, the ITF recognizes that internationalization involves an on-going process, one that presents opportunities for continuous self-assessment and self-monitoring. Although this task force as it is currently configured will disband in spring 2005, the work of internationalization at NMU will be achieved through a series of steps that will take place

over several years. Efforts to globalize the campus and the curriculum must be ongoing and sustained if they are to be successful. The ITF assumes that many deliberative and advisory aspects of this internationalization project will continue, eventually becoming a permanent structure in the institution, one designed to ensure the continuity of campus-wide internationalization efforts.

Administrative leadership will also be needed to assure that recommendations made herein are fully deliberated by the campus community and that appropriate incentives will be forthcoming for faculty, for staff and of course, for students to opt into the process of internationalization. For this reason, the Task Force recommends the creation of an academic wing of NMU's existing Office of International Affairs, (to be renamed as the Office of Global Programs, see below). The new Office of Global Programs will need to be sufficiently empowered so as to have the authority necessary to work in a collaborative manner with all members of the NMU community, including the Academic Senate, the faculty, the deans, department and division heads, and Student Affairs. Office of Global Programs should be led by an administrative academic leader with full academic rank and international credentials. This administrative academic leader will work primarily in the academic wing of the office but will have oversight responsibilities over the operations wing of the Office of Global Programs. Qualifications of the Administrative Academic Leader will include the following: Tenure and the rank of at least Associate Professor; administrative leadership experience/potential; experience leading US students in one or more study abroad programs; significant long-term (duration of more than one year) professional experience in teaching or in administration in an academic setting serving non-US students, preferably in both the developed and the developing world; and a record of international research/study experience. An ability to speak, read, and write one or more foreign languages would be an additional desirable qualification.

The academic wing of the Office of Global Programs will be charged with working closely with colleges, schools, and department faculty to assure that their programs facilitate study abroad and integrate internationalization protocols. This academic administrative leader shall be advised by a group of faculty (similar to the Dean of Graduate Studies who is advised by the Graduate Programs Committee) who serve as an advisory body and assist in making academic decisions related to internationalization and to academic issues surrounding study abroad. This group shall be a recognized sub-committee of the Academic Senate. Complete by-laws governing the Global Advisory Committee (GAC) of NMU's Office of Global Programs will be developed.

To signal the importance of NMU's internationalization effort, the Task Force recommends the assigning of a new name, the Office of Global Program, to the reorganized International Affairs Office. As noted above, the newly named Office of Global Programs will house an academic wing and the operations wing, the latter formerly known as the Office of International Affairs.

## **Facilities-Office of Global Programs**

Northern Michigan University will maintain a facility for the operation of international programs that houses both an academic wing and an operations wing. This facility will be called the Office of Global Programs. It will be overseen by an administrative academic leader who is also charged with the responsibilities of the academic wing. The academic wing will function to assure the academic rigor of internationally-related programs. These include 1) traditional study abroad programs (semester-long or year-long programs; 2) CLEAs (Concentrated Learning Experiences Abroad, i.e., faculty-led short courses abroad); 3) international service learning opportunities; 4) interdepartmental internationally-related majors, minors, and certificate programs, and 5) new initiatives related to global programs, including visiting international faculty. The academic wing of the facility for Global Programs will also act in an advisory capacity to departments, recommending steps they may take in promoting internationalization of departments and programs.

The Operations Wing of the Office of Global Programs will function to 1) assure the processing of students who study abroad in all non-NMU CLEA programs (year/semester-long traditional study abroad programs, i.e., exchanges, consortia, summer programs, etc.; and 2) advise faculty along with the Office of Continuing Education on the delivery of non-academic portions of CLEAs and assist faculty in the processing students enrolled in faculty-led CLEAs. 3) The operations wing of the Office of Global Programs will also function to process international students attending Northern Michigan University, including the maintenance of databases on each student as required by the U. S. Department of Immigration and Naturalization. 4) Operation will also continue to work to process J-Visas for International Visiting scholars and advise, in conjunction with university attorneys on matters relating to immigration of regularly appointed faculty who are not US citizens.

The International Task Force Implementation Plan contains details that will promote these goals. Highlights include:

1. Broadening of the scope of work of the existing Office of International Affairs to include an academic wing, eventually with oversight responsibility over the operations wing. It also includes renaming of the office, i.e., Office of Global Programs.
2. Creation of a Global Advisory Committee (GAC) to serve in an advisory capacity for the academic wing of the Office of Global Programs.
3. Development of by-laws governing the Global Advisory Committee.
4. Provision of support for workshops/training of administrative personnel in all matters relating to ongoing internationalization practice and policy formation.
5. Expansion of the operations wing of the Office of Global Programs (currently International Affairs) to accommodate expected growth in study abroad programs.
6. Ease of accessing on the NMU website, electronic centralization, and dissemination of information pertaining to all matters international including study abroad information; upcoming CLEAs; opportunities for faculty seminars and workshops; grants related to internationalization; upcoming speakers and performers, etc.

## **Policy Recommendations: Internationalization of Administration**

- \*The administration is urged to make international expertise a high priority in the appointment of senior-level administration.
- \*The administration is further urged to support internationalization efforts, in the form of workshops and other activities, for senior administration.
- \*The administration is urged to encourage all divisions to develop attitudes and work habits conducive to supporting an increasingly international climate at NMU.
- \*The university is urged to remain open to supporting promising opportunities for internationalization that may emerge from a faculty member, a staff member, or a member of the community, i.e., opportunities not envisioned in this report or in successive ones.

## **II. Northern Michigan University will provide a set of curricular options designed to impart globalized perspective in students as well as a sense of global citizenship.**

The work of the Internationalization Task Force has been guided by a curricular mission statement adopted early in its deliberative process.

Mission Statement: An internationalized curriculum includes any course, program, or activity if it includes perspectives, issues, or events from specific countries or areas other than the United States. The curriculum with an international orientation in content, aims to prepare students both professionally and socially) in an international and multicultural context, and is designed for both domestic and foreign students.

### Assumptions of Subsection II

The internationalization of the curriculum requires thinking about curriculum differently; it does not occur solely in a few courses or majors and does not serve as simply an additive to existing programs. It calls for an interdisciplinary and multifaceted process that will affect all faculty and students. These changes involve the following areas:

#### Internationalizing Liberal Studies

Infusing majors in a variety of disciplines with internationalized content and methods

Creating majors or minors or certificates with an international focus

Internationalizing professional school curriculum

Developing foreign languages across the curriculum

Developing policies and programs that encourage faculty to internationalize the curriculum

It should be noted that the Internationalization Task Force has not specifically concerned itself with issues and courses related to domestic diversity (minority groups in the United

States), issues commonly addressed under the rubric of multiculturalism. This approach should not be construed as a lack of awareness or interest in domestic multiculturalism, but rather a recognition and an acknowledgement of the existence of the Ethnic and Cultural Diversity Committee whose important work will necessarily be integrated more fully into the University's future curricular plans and programming. Indeed, the members of the ITF recognize that the 21<sup>st</sup> century is increasingly creating economic and social conditions where the global becomes local (known of late in the multicultural literature as "glocal"). An example of a "glocal" cultural creation occurs, for example, when newly arrived African refugee populations begin to merge in US urban areas with peoples of African origin whose arrival in the US dates from the colonial or ante-bellum periods. "Glocal" cultural blending also occurs as Hispanic US populations dating from the 16<sup>th</sup> century Spanish conquest of the Southwest blend with groups or individuals of diverse nationalities from Central America. Such cultural blending across all ethnic groups promises to be a feature of the 21<sup>st</sup> century and the study of attendant social, political, and artistic arrangements it creates are the subject of a number of sub-disciplines in Diaspora Studies. It is possible that the broad subject of domestic diversity studies could be considered in future reports seeking to merge internationalization and diversity.

Curricular suggestions are based upon the existing Liberal Studies structures and university requirements as extant in March 2005. These recommendations should not be interpreted as recommendations to alter any existing requirements. The existing World Cultures requirement and its current definition would remain unchanged at this time.

The International Task Force Implementation Plan contains details that will promote these goals. Highlights include:

1. Development of a Minor in Global Studies that offers more flexibility than the existing International Studies Minor.
2. Development of a Certificate in Global Studies.
3. Initiation of an interdepartmental process to create a series of interdisciplinary globally focused courses that could fit into the existing Liberal Studies Structure.
4. Initiation of departmental reviews of majors/minors designed to infuse internationalization into all/most programs. Initiation of departmental reviews designed to investigate the creation of new globally-focused majors/minors within existing programs or across departments.
5. Determination by the Global Advisory Committee together with the Administrative Academic Leader of a proposal to require a greater level of internationalized course content across the curriculum and to establish a time-line for these recommendations.
6. Provision of support in the form of workshops and demonstrations on ways to use multiple technologies available at NMU to internationalize the learning experience and provision of incentives for the use of these technologies in the classroom.
7. Provision of support for the addition of library resources in the broad areas of global studies including the purchase updated video/DVD resources.

## **Policy Recommendations: Internationalization of Curriculum**

\*Departments are urged to include international experience/education as criteria in hiring new faculty.

\*Deans and departments are urged to assure that there is academic expertise on campus from all regions of the world: North America; Latin America, Sub-Saharan Africa, North Africa and the Middle East; the Indian Sub-Continent; East Asia; Western and Eastern Europe; Central Asia; Australia and New Zealand.

\*Deans and Department Heads are urged to encourage faculty to begin thinking of ways to globalize existing majors.

### **III. The faculty at Northern Michigan University will include more individuals whose academic interests encompass the global dimensions of their fields**

The task force recognizes the key role the faculty play in the design and delivery of an internationalized curriculum and therefore feel it behooves the university to invest in its teaching/research staff. The task force further believes that internationalization must be accomplished through an ongoing process of faculty nourishment rather than through a single or piecemeal infusion of international content or a single international educational experience. The International Task Force implementation plan contains details that will promote these goals. Highlights include:

1. Provision of support for the development of faculty-led Concentrated Learning Experiences Abroad (CLEAs).
2. Provision of support for faculty to study in internationalized settings related to the globalization of courses and faculty expertise.
3. Publication of a directory of international expertise on campus who might serve as a source of faculty to teach interdisciplinary courses with a global focus.
4. Assessment and (web) centralization of external opportunities for faculty development abroad including grant information.
5. Promotion of existing opportunities for teaching abroad and the development of new avenues for such teaching through new study abroad programs in development.

## **Policy Recommendations: Internationalization of NMU Faculty**

\*The university is urged to continue its policy of hiring the most qualified candidates for a given faculty position available, irrespective of national origin of the candidate.

\*Departments are urged to include international experience/education as criteria in hiring new faculty.

\*Departments are urged to identify at least one faculty member per department with special interests in international education who would serve as the department's "designated international advisor" for student matters related to international study, study abroad, etc. Departments are further urged to recognize the "designated international advisor" assignment as an additional service assignment, worthy of recognition for consideration in promotion and tenure.

\*The university is urged to work to assure that there is academic expertise on campus from all regions of the world: North America; Latin America, Sub-Saharan Africa, North Africa and the Middle East; the Indian Sub-Continent; East Asia; Western and Eastern Europe; Central Asia; Australia and New Zealand.

\*The university is urged to support faculty individual course release time for qualified internationalization activities. Some examples might include the development of virtual team teaching or other collaborative projects with institutions abroad or the organization a virtual global art exhibit or international E-zine development.

#### **IV. Northern Michigan University will provide increased opportunities for students to study abroad through both traditional study abroad programs and through faculty-led initiatives**

The Internationalization Task Force recognizes the tremendous efforts involved in preparing students for study abroad. The task force understands that students can choose from an almost bewildering array of study abroad options that present themselves worldwide and that the existing Office of International Affairs does its best within the limits of its resources to assist students in finding the option best suited to the student's needs. The Internationalization Task Force also recognizes that NMU over the years has entered into cooperative agreements with a number of affiliated partners and consortia and has rightly promoted these arrangements above those offered by outside institutions. The ITF also acknowledges and lauds the efforts of several faculty who have arranged, administered, and staffed Concentrated Learning Experiences Abroad (CLEA), usually courses of two to four weeks, that are delivered during the summer months.

While the task force acknowledges the paramount value of traditional semester or year-long opportunities for study abroad, the ITF fully appreciates that many student prefer, particularly for a first international sojourn, to travel and study with other NMU students on a generally shorter faculty-led CLEA, a Concentrated Learning Experience Abroad. The task force further recognizes that CLEAs will continue to serve as "gateway" international experiences for some of our students who come to the university with little travel experience and low expectations concerning forays overseas. The ITF also regards International Service Learning as a much underestimated and under credited academic learning experience.

The Internationalization Task Force acknowledges that students' ability to study abroad has often been stymied by both a lack of funds and the perceived or actual difficulty of integrating credits earned abroad into their program of study. The task force recognizes study abroad as the premier step in the achievement of an internationalized perspective. For these reasons, the task force has a goal of facilitating study abroad through a variety of arrangements, and greatly increasing the number of students, undergraduate and graduate, who participate in such programs.

The International Task Force Implementation Plan contains details that will promote these goals. Highlights include:

1. Increasing the number of NMU students who study abroad through all NMU facilitate programs to 1000 by the year 2010, i.e., about 10% of the projected student body.
2. Substantially increasing the number of scholarships available/applicable to study abroad programs.
3. Developing through collaboration with faculty, administration, and staff input, new overseas programs in areas of global economic growth and/or areas of traditional US interaction.
4. Investigation of these potential sites for permanent cooperative study abroad agreements with international institutions/consortia.
5. Promotion of credit-bearing international service learning activities and sojourns.
6. Development and support for both existing and new faculty-run CLEAs.
7. Development of academic protocols concerning the issuance of student credit for CLEAs.
8. Development in conjunction with the faculty governance procedures of policies related to the issuance of faculty credit for running CLEAs.
9. Development of orientation and exit protocols for all students who take part in study abroad experiences.

### **Policy Recommendations: Study Abroad**

\*The university is urged to support policies of flexibility with regard to the transfer of credit earned from study abroad experiences, both for undergraduate and for graduate students.

\*The university is urged to facilitate the highest possible level of cooperation between the Office of Financial Aid and the expanded Office of Global Programs (currently International Affairs).

\*The university is urged to develop comprehensive fundraising strategies in the forms of grants, corporate underwriting, or other cooperative ventures which could be used to help subsidize the development of new study abroad initiatives and which could support student scholarships.

**V. Northern Michigan University will welcome a diverse constituency of teachers and learners; will regularly host international teacher-scholars and performers; and will include an increased number of international students within the student body.**

The task force recognizes the importance of enriching the campus community with a broad range of international academic expertise and wide array of international cultural/artistic offerings. International scholars, speakers, and performers enhance the student experience by providing alternative perspectives and understandings of the planet and its opportunities and challenges. The International Task Force implementation plan contains details that will promote these goals. Highlights include:

1. Solicitation of regular visiting international scholars through the competitive application process available through the Fulbright Visiting Scholar in Residence Program, the Fulbright Visiting Specialists Program, and the Fulbright Occasional

Lecturer program. Other programs and sources of international visiting teacher-scholars will also be tapped as the occasion arises.

2. Restoration, at a bare minimum, of the presence of international students equal to one percent of the student body (about 100) and increasing to 5% (about 500) by 2010.
3. Development of a “transitions” institute that will include English as a Second language instruction and cultural orientation for international students who are entering the United States for higher education and research, to be staffed in part by trained graduate students.

### **Policy Recommendations: International Constituency at NMU**

\*The university is urged to regard international visiting teacher-scholars as potential sources of campus enrichment and to seize opportunities available to welcome such scholars and to facilitate their interaction with students.

\*The university is urged to provide an electronic clearinghouse for all internationally related matters and to include speakers and performers at this site.

\*The university is urged, when considering sites for the establishment of centers for study abroad, to consider the potential of these sites for supplying international students for study at NMU.

### **VI. Northern Michigan University’s Division of Student Affairs will play several key support roles in nurturing global citizenship through international education.**

The Internationalization Task Force acknowledges the important support roles played by Student Affairs in nurturing the learning that takes place on campus both in and outside the classroom. Student Affairs is particularly involved with recruitment and orientation of students and has a central role to play in introducing NMU students and potential NMU students to the benefits of a global education. The International Task Force implementation plan contains details that will promote these goals. Highlights include:

1. Development of protocols along with the University Admissions Office to engender on the part of NMU applicants and desire for, and an expectation of, a global education.
2. Development of First Year Experience Program (FYE) cadres of students particularly interested in exploring and pursuing study abroad options, the minor in Global Studies or the Global Studies Certificate Program.
3. Development of orientation materials that include discussion of study abroad options and a globalized education.
4. Active encouragement of student organizations such as Platform Personalities and Northern Arts and Entertainment (NAE) to host each year a minimum number of international speakers/performers.
5. Support for existing and new student organizations with an international focus, such as the All Nations Club and the International Service Learning Organization.

6. Institution of an International Student Residence Hall to house those international and US students particularly interested in pursuing daily intercultural immersion.

### **Policy Recommendations: Internationalizing Student Affairs**

\*The university is urged to include members of the Division of Student Affairs in regular training programs and workshops covering matters relating to internationalization.

Apart from the categories specifically recommended by the American Council on Education, the committee devised a set of recommendations classed under the rubric of Technology, Advertising, Public Relations, and Community Outreach.

**VII. Northern Michigan University will use both “High Tech” and “High Touch” approaches to internationalize the campus community. It will use these techniques to disseminate NMU’s reputation as an institution that promotes global perspectives and a sense of global citizenship among students.**

The Internationalization Task Force acknowledges the paramount role that technology plays both in disseminating our message of internationalization to the wider world community and in facilitating international exchanges through cyberspace for learners. At the same time, Northern Michigan University seeks to reinforce her position as an institution well rooted in the City of Marquette and the Upper Peninsula communities. The task force acknowledges the important contributions that such services as the lap top program, distance education, Public Radio and Television, and the NMU Office of Communication can make in promoting our goals and/or facilitating learning across geographical boundaries. The Task Force Implementation Plan contains details that will facilitate these ends.

1. Creation of a virtual international hub on the NMU web in which all matters international would be available within two to three clicks. This would include referencing services so that NMU events and program emerge at the top of Google searches.
2. Provision of workshops for faculty on the use of numerous technologies already available at NMU to internationalize the classroom.
3. Recruitment of the services of 1-2 undergraduate interns who would work to make internationalization more visible by promoting coverage of international events and programs on NMU- operated, local, and regional media outlets, and on the world wide web.
4. Creation of advisory/interest group from the community/community service organizations who would champion global studies and who would assist in providing placement opportunities for international service learning.
5. Work closely with President Wong and the NMU Foundation to develop Dr. Wong’s “Ten Thousand Points of Peace Initiative.”

## **Policy Recommendations**

\*The university is urged to seek alumni/corporate partnerships in order to provide support for Google links.

\*The university is urged to develop an outreach project specifically aimed at members of the Marquette/Upper Peninsula community with broad international interests and organizational links and contacts. Such individuals/groups should be enjoined to share information, resources, and expertise in a true partnership with NMU's internationalization efforts.

\*The university is urged to begin immediately to think of itself as a University with a Global Edge, just as it began to see itself as a High Tech university about one decade ago. To this end, the university is urged to remain open to opportunities emerging from technologies under development and to apply their use to the university's mission.

\*The university is urged to remain ever vigilant to opportunities to disseminate its name globally through diverse forms of publicity available in the global marketplace.

## **Appendix I: List of Members of the Internationalization Task Force**

**Dr. Louise Bourgault, Professor, Department of Communication and Performance Studies (CAPS), Chair, Internationalization Task Force**  
**Dr. Gary Brunswick, Director Business Affairs, College of Business (F04 only)**  
**Professor Michael Cinelli, Head and Professor, Art and Design**  
**Ms. Rehema Clarcken, Graduate Student, Department of English**  
**Dr. Rodney Clarcken, Professor, Director of Field Experiences, School of Education**  
**Dr. Jean-Louis Dassier, Assistant Professor, Modern Languages and Literatures**  
**Professor Richard Eathorne, Instructor, Department of Geography**  
**Ms. Melanee Ferrier, Student, Department of Communication and Performance Studies**  
**Dr. Peter Goodrich, Professor and Assistant Head, Department of English**  
**Dr. Robert Goodrich, Assistant Professor, Department of History; Director, NMU Honors Program**  
**Ms. Rebecca Griffin, Student, ASNMU Representative**  
**Professor Robert Hanson, Associate Professor, Department of Criminal Justice**  
**Ms. Rachel Harris, Assistant Director, Student Activities and Leadership Program**  
**Professor Julie Highbie, Assistant Professor, School of Nursing**  
**Dr. Nell Kupper, Assistant Professor, Department of Modern Languages and Literatures**  
**Dr. Zhuang-Zhong Lehmborg, Assistant Professor, Department of English**  
**[emaillar@nmu.edu](mailto:emaillar@nmu.edu)**  
**Dr. Harold Martin, Professor, Department of Mathematics**  
**Dr. Susan Martin, Associate Professor, Department of Modern Languages and Literatures**  
**Dr. Paul McKelvey, Director, Continuing Education and Sponsored Programs**  
**Dr. Mohey Mowafy, Professor, Health, Physical Education, and Recreation**  
**Professor Elizabeth Oesleby-Koch, Associate Professor, Academic Information Services**  
**Ms. Maria Offer, Graduate Student, Department of English**  
**Mr. Jason Osbourn, Student, ASNMU Representative**  
**Dr. Cynthia Prosen, Dean, Graduate Studies (ex-officio)**  
**Dr. Charles Rayhorn, Associate Professor, College of Business**  
**Ms. Terry Rintala, Student**  
**Dr. Julie Rochester, Associate Professor, Health, Physical Education, and Recreation**  
**Dr. Kerri Schuilling, Associate Dean, Nursing Education; Head, School of Nursing**  
**Dr. Jaspal Singh, Assistant Professor, Department of English**  
**Dr. John Smolens, Professor, Department of English**  
**Dr. Ronald Sundell, Associate Professor, Department of Geography**  
**Dr. Cheryl Turton, Professor, School of Nursing**  
**Mr. John Weting, Director, International Affairs**  
**Dr. Renxin Yang, Associate Professor, Department of Sociology and Social Work**  
**Ms. Angela Maki, International Affairs, Recording Secretary**

## **Appendix II: List of Sub-Committees and Members**

### **1. Integrating Internationalization into Liberal Studies, including Languages and World Cultures**

**Dr. Robert Goodrich  
Dr. Harold Martin  
Dr. Susan Martin  
Dr. Mohey Mowafy**

### **2. Integrating Internationalization into Existing Majors/Minors; New Majors & Minors**

**Dr. Nell Kupper  
Ms. Maria Offer  
Dr. Julie Rochester  
Dr. Jaspal Singh**

### **3. Integrating Internationalization into on-campus extracurricular activities and service learning.**

**Ms. Rachel Harris  
Dr. Susan Martin  
Dr. Ronald Sundell**

### **4. Study Abroad-Faculty-Led Concentrated Learning Experiences Abroad/Standardization**

**Professor Richard Eathorne  
Professor Robert Hanson  
Professor Julie Higbie  
Dr. Kerri Schuilling  
Mr. John Weting**

### **5. Study Abroad-Traditional Semester-long and year-long programs and international exchanges**

**Dr. Peter Goodrich  
Dr. Charles Rayhorn  
John Smolins  
Mr. John Weting**

**Dr. Renxin Yang**

**6. Survey Subcommittee**

**Dr. Susan Martin  
Dr. Kerri Schuilling  
Dr. John Smolens  
Dr. Renxin Yang**

**7. International Faculty, Students, and Administrators**

**Professor Elizabeth Oesleby-Koch  
Mr. John Weting  
Dr. Zhuang-Zhong Lehmborg**

**8. Internationalizing Graduate Studies**

**Dr. Peter Goodrich  
Ms. Rehema Clarcken  
Dr. Rodney Clarcken  
Dr. Cynthia Prosen (ex-officio)**

**9. Using Technology to internationalize the curriculum/Using technology for  
Community Outreach**

**Professor Michael Cinelli  
Ms. Rehima Clarcken  
Dr. Jean-Louis Dassier  
Professor Elizabeth Oesleby-Koch  
Dr. Cheryl Turton**