

**Internationalization Task Force
Implementation Plans 2005-2008
Internationalization of Administration**

I. Internationalization of Administration 2005-2006

1. Increase the scope of the Office of International Affairs so as to eventually become the Office of Global Programs. The new office will include an academic wing and an operations wing. Academic functions would include proactive steps related to globalizing the curriculum and the campus, including matters related to recruitment of international visiting faculty and internationalization of NMU faculty. Operations functions will include practical aspects to recruitment and placement of students for study abroad and the processing of international students.

Academic Staff: Administrative Academic Leader (Title to be determined). Operations: Two-full time staff. (Add one 10 month appointment, @ AP5 level). Graduate Assistant to be shared between Administrative Leader and operations.

Qualifications of Administrative Leader: Tenure and the minimum rank of Associate Professor; 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; potential for campus leadership; significant living/professional experience in both the developed and the developing world; ability to speak, read, and write one or more foreign languages a plus; and a record of international research/study experience.

2. Create a Global Advisory Committee (GAC) with an advisory committee of 7-9 members, similar to the Graduate Programs Committee. Establish by-laws and operating procedures.

3. Send at least one member of senior administration to the National Association of Foreign Student Advisors (NAFSA) meeting. Send new AP5 to NAFSA Meeting for Training.

I. Internationalization of Administration 2006-2007

1. Continue to support the Office of Global Programs, reorganized from the Office of International Affairs so as to include academic functions and operations functions. Academic functions would include proactive steps related to globalizing the curriculum and the campus, including matters related to recruitment of international faculty and internationalization of NMU Faculty. It would also include supervision of internationally-related interdisciplinary majors and minors. Operations functions would

include practical aspects related to recruitment and placement for study abroad and to the processing of international students.

Administrative Academic Leader for full-time administration (Title to be determined).

Operations: Two-full time staff.

Graduate Assistant to be shared between Administrative Academic Leader and Operations.

Increase secretarial staff from half time to full time.

2. Continue to support Global Advisory Committee (GAC), an advisory committee of 7-9 members, similar to the Graduate Programs Committee. Establish by-laws and operating procedures. The Global Advisory Committee (GAC) will meet on a regular basis to advise the Administrative Academic Leader.

3. Send at least one member of Senior Administrative staff (different from those sent in 2005) to the National Association of Foreign Student Advisors (NAFSA) meeting. Send AP5 to NAFSA meeting for training.

4. Administrative Academic Leader assumes a supervisory and coordinating role over all internationally-related interdisciplinary majors and minors, currently officially listed under the non-academic department of International Affairs. To this end, the Global Advisory Committee (GAC) will review the role of the existing International Studies Advisory Committee (ISAC), an ad-hoc group that meets somewhat irregularly under the chairmanship of the Head of Modern Languages and Literatures to discuss policy related to the International Studies major, and the International Studies and Latin American Studies Minor.

I. Internationalization of Administration-2007-2008

1. Continue to support reorganized Office of Global Programs so as to include academic functions and operations functions. Academic functions would include proactive steps related to globalizing the curriculum and the campus, including matters related to recruitment of International Faculty and Internationalization of NMU Faculty. It would also include supervision of internationally-related interdisciplinary majors and minors. Operations functions would include practical aspects related to study abroad and to the processing of international students.

Staffing: Academic Administrative Leader for full-time administration (Title to be determined). Operations: Three-full time staff.

Two Graduate Assistants, both to be shared between the Academic Director and the operations staff.

One full-time clerical-technical; one part time.

2. Continue to support Global Advisory Committee (GAC), an advisory committee of 7-9 members, similar to the Graduate Programs Committee. By-laws and operating

procedures are established. Global Advisory Committee meets on a regular basis to advise the Academic Administrative Leader.

3. Send at least one member of Senior Administration (different from those sent in 2005) to the National Association of Foreign Student Advisors (NAFSA) meeting.

4. Send new AP5 to NAFSA Meeting for Training

I. Internationalization of Administration 2008-2010

*Assess efforts accomplished thus far

Internationalization Task Force Implementation Plans 2005-2008 Curriculum

Rationale: The Internationalization Task Force believes that the curriculum is the heart of any internationalization program. The Task Force has recognized a number of different avenues to an internationalized curriculum. These include the provision of internationalized content in Liberal Studies, in existing majors and minors, and in general electives. It also includes the redesign of the existing international interdisciplinary majors and minors.

The ITF also believes departments may well wish to develop alone or collaboratively one or more new majors/minors designed to specifically encompass global dimensions of particular fields. Some of the latter could include for example, Global Health Studies, Global Peace and Security Studies, Studies of Indigenous Peoples, Africana Studies, etc. To this end, the Implementation Plan for Curriculum is designed to be largely descriptive, rather than prescriptive. It is designed largely as a guide to departments, respecting the autonomy of programs and disciplinary expertise, exhorting them down a path toward internationalization. This being said, the Internationalization Task Force believes it would be remiss if it failed to initiate a plan to that will ultimately require of **all** students an increase in internationalized course content beyond the existing World Cultures requirement. Still to be resolved at the time of writing is the extent of these increases and the timing of their implementation. For this reason, the ITF recommends the creation by the Administrative Academic Leader of a Think Tank on International Curricular Requirements (TTICR).

II. Internationalizing the Curriculum 2005-2006

1. Departmental Initiatives. Bulletin Revision. Recommend that all departments, where possible, include a notation for each major that electives in the major can be fulfilled with an APPROPRIATE substitution taken on a study-abroad program. Recommend that all departments requiring practica, internships, and independent research in the fulfillment of their major/s include one or more notations indicating that these activities, including approved service learning projects may be undertaken in APPROPRIATE study-abroad settings. These notations apply to both undergraduate and graduate programs.

2. Minor in Global Studies. Develop a minor in Global Studies which is more flexible than the existing minor in International Studies. Obtain approval of Global Studies minor by CUP and the Academic Senate.

3. Certificate in Global Studies. Develop a Global Studies Certificate/Accreditation Program which would consist of a series of activities a student must undertake in order to be recognized at graduation as a Global Studies Awardee.

4. **Interdisciplinary Liberal Studies Courses.** Develop with departments a series of interdisciplinary courses that could fit into the existing Liberal Studies Structure. These include, for example: International/Global Issues in the Sciences; International/Global Issues in the Social Sciences; International/Global Issues in the Humanities, and International/Global Issues in the Arts. These could be integrated into the existing Liberal Studies program in a manner similar to that of the Honors Program.

5. **Introduction to Global Studies.** Develop and teach first Introduction to Global Studies, interdisciplinary team-taught course that will serve in the minor. Teach in winter 2006. Team-teach this course using Visiting Islamic Scholar.

6. **Curricular Requirements.** The Global Advisory Committee (GAC), or a subset thereof, in conjunction with the Administrative Academic Leader will continue to hammer out a policy proposal of international/global requirements which would be adopted across the undergraduate curriculum. The Global Advisory Committee will consider the degree to which internationalized content should be required **for every student and the timing of said policy.** It will also consider options for fulfilling these policies from several recommendations that have come forward in the ITF and upon which agreement is yet to be reached. The deliberations for curricular requirements should include, ex-officio, the Chairs of the Committee on Undergraduate Programs (CUP) and the Liberal Studies Committee. The recommendations for global curricular requirements should be finalized by December 2006.

II. Curriculum 2006-2007

1. **Departmental Initiatives.** All departments work to develop a set of initiatives that would work to internationalize their programs. Departments may elect to “globalize” one or more courses in their programs. These “globalized” courses will serve to fulfill the requirement in Global Studies.

2. **Global Studies Minor** in place. First cohort of freshmen students may enroll in the minor. Minor is available to elect by more advanced students.

3. **Certificate in Global Studies** in place. First cohort of freshmen students may enroll in the program. Program is available to elect by more advanced students. First students qualifying may graduate with a certificate in Global Studies.

4. Interdisciplinary Liberal Studies Courses. Submit and gain approval by CUP and the Academic Senate of new Liberal Studies Courses in Science, Social Science, Humanities, and the Arts.

5. Introduction to Global Studies. Refine Introduction to Global Studies course and teach both semesters. This course is a cornerstone in the Global Studies minor and certificate programs.

6. Think Tank on Curricular Requirements. Continue to hammer out a policy of international/global requirements to be adopted across the undergraduate curriculum. The Think Tank on Curricular Requirements will consider the degree to which internationalized content should be mandated for every student and the timing of said policy. It will also consider options for fulfilling these policies from several recommendations that have come forward in the ITF and upon which agreement is yet to be reached. The Think Tank on Curricular Requirements should have no more than five members and should include, ex-officio, the Chairs of the Committee on Undergraduate Programs (CUP) and the Liberal Studies Committee. The Think Tank should be convened and chaired by the Administrative Academic Leader, Office of Global Programs. Recommendations to be finalized by December 2006. Development of proposal for the Committee on Undergraduate Programs (CUP) related to curricular requirements in internationalization for all students.

7. Major in Global Studies. Develop one or more majors in Global Studies. Determine the relationship between the major in International Studies and the major/s in Global Studies.

II. Curriculum 2007-2008

1. Departmental Initiatives. Departments submit designed or redesigned courses to CUP and to the Academic Senate. Courses created or redesigned will serve students to fulfill the requirement in Global Studies, placing it in the major or minor.

2. Minor in Global Studies. Support Global Studies Minor. Students who chose this minor as juniors graduate with a minor in Global Studies.

3. Certificate in Global Studies. Support Global Studies Certificate program. Qualified students graduate with a certificate in Global Studies.

4. Interdisciplinary Courses in Liberal Studies. Begin teaching new Liberal Studies Courses in Science, Social Science, Humanities, and the Arts.

5. Introduction to Global Studies. Continue to support the teaching of Introduction to Global Studies course and teach both semesters and in multiple sections. Limit class size to 25. This course is a cornerstone in the Global Studies minor and certificate programs.

6. Task Force on Internationalized Curricular Requirements. Refine and pass curricular requirements in internationalization for all undergraduate students. Develop implementation plan for phasing in internationalization curricular plans across the university.

7. Global Studies Major. Submit Global Studies major/s to CUP and the Academic Senate

II. Curriculum 2008-2010

*Departments will teach courses they have redesigned with internationalized content.

*Internationalized course requirement (to be determined by the Think Tank on Internationalized Curricular Requirements) across the disciplines will be implemented.

*Department with graduate programs will work to develop global studies components in each of their MA/MS degrees.

*All previous internationalization curricular efforts will be reassessed.

Task Force on Internationalization Implementation Plans 2005-2008 Internationalization of Faculty

Rationale: The Internationalization Task Force recognizes that learning is a collaborative process involving the lively interaction between faculty and students. This report's sub-section on Study Abroad recognizes the value of the CLEA, the faculty-led Concentrated Learning Experience Abroad. The ITF understands that even experienced faculty, faculty with knowledge of and contacts in a given geographical area, may need to engage in scouting trips to determine the feasibility of running a CLEA the following year. The Task Force has recommended that support beyond contractual travel funds be made available for these purposes.

The task force also recognizes that the rapid pace of change occurring in the globalized world mandates a need for faculty to undergo continuous professional development, particularly as regards the globalization of their respective fields. The ITF therefore recommends that support be made available, in the form of competitive "internationalization grants," to be used to enroll in short courses overseas or to pursue internationally related research.

III. Internationalizing the Faculty at Northern Michigan University 2005-2006

1. **Fund CLEA Development.** Provide funding to assist faculty with well-developed plans/programs and contacts to further develop Comprehensive Learning Experiences Abroad (CLEAS).
2. **Globalize NMU courses and faculty research.** Establish a fund to assist faculty in the internationalization/globalization of their expertise, their research, and their courses.
3. **Assess and centralize publication of external opportunities for faculty development abroad including grant information.** Continue to encourage the faculty to internationalizing their expertise by teaching overseas, conducting international research and taking short courses abroad. Use the centralized international NMU web site to systematically distribute announcements of international faculty opportunities, such as Seminars through Institute of International Education, the Fulbright Program, and others.
4. **Create Directory.** Establish and publish a directory of international expertise among NMU faculty. The Directory would aid the Administrative Academic Leader to determine the suitability of faculty to teach in team-taught interdisciplinary Global Studies courses.
5. **International teaching.** Promote existing faculty opportunities for international teaching (such as on the Mid-west Consortium for Study Abroad [MCSA] more judiciously and develop new opportunities.

Plan for 2006-2007

I. Internationalizing NMU Faculty 2006-2007

1. **Fund CLEA development.** Continue to provide support for the development of Faculty Led CLEAs.
2. **Globalize NMU courses and faculty research.** Continue to provide support in the form of “globalization grants” for faculty to internationalize their expertise, their research, and their courses.
3. **Assess and centralize publication of external opportunities for faculty development abroad including grant information.** Continue to encourage faculty to internationalize their expertise by teaching overseas, conducting international research and/or taking short courses abroad. Use the centralized international NMU web site to systematically distribute announcements of international faculty opportunities, such as Seminars through Institute of International Education (IIE), the Fulbright Program, the Rockefeller Foundation and others.
4. **Create Directory.** Establish and publish a directory of international expertise among NMU faculty. Continue to publish Directory of Global Faculty.
5. **Promote Teaching Abroad.** Promote existing faculty opportunities for international teaching (such as on the Mid-west Consortium for Study Abroad [MCSA]) more judiciously and use the development of new study abroad sites to encourage more overseas teaching by NMU faculty.

III. Internationalization of NMU Faculty 2007-2008

1. **Fund CLEA Development.** Continue to provide support for the development of Faculty Led CLEAs.
2. **Globalize NMU Courses and Faculty Research.** Continue to provide support in the form of grants for faculty to internationalize their expertise, their research, and their courses.
3. **Assess and centralize publication of external opportunities for faculty development abroad including grant information.** Continue to encourage faculty to internationalize their expertise by teaching overseas, conducting international research and/or taking short courses abroad. Use the centralized international NMU web site to systematically distribute announcements of international faculty opportunities, such as

Seminars through Institute of International Education (IIE), the Fulbright Program, the Rockefeller Foundation and others.

4. **Update Directory.** Continue to update and publish Directory of Global Faculty.

5. **Promote Teaching Abroad.** Promote existing faculty opportunities for international teaching (such as on the Mid-west Consortium for Study Abroad [MCSA]) more judiciously and use the development of new study abroad sites to encourage more overseas teaching by NMU faculty. One or two NMU faculty members will teach at our new program in China/Far East. One faculty member should teach on Hispanic/Lusophone program in development.

III. Internationalization of NMU Faculty 2008-2010

*Assess progress made in internationalizing NMU faculty

Internationalization Task Force Implementation Plans 2005-2008 Study Abroad

Rationale: This committee seeks to promote increased opportunities for study abroad. This committee recognizes the paramount role that study abroad plays in providing a student with a global perspective of the world and an internationalized outlook. To this end, NMU has developed a number of exchange programs and study abroad consortia. Most of NMU's programs provide opportunities for students to study in Western Europe, the traditional destination of the college study abroad programs. These programs remain popular, and given the importance and the growth of the European Union, these programs should continue to be supported. This includes NMU's membership in the Midwest Consortium for Study Abroad (MCSA) and its associated membership in the Northwest Consortium for Study Abroad. The former coordinates study abroad programs in Macerata, Italy; Vienna, Austria; and Segovia, Spain. The latter, provides opportunities for NMU students (after members of the Northwest Consortium have been served) in four additional European sites and three sites in Latin America.

Today's global economy increasingly recognizes the importance of the Pacific Rim as a center of economic activity and the Indian Sub-continent. Northern Michigan University has been a member of Japan Center for Study Abroad, a joint consortium of the Michigan public universities, for more than a decade. Despite the high cost of living in Japan, the ITF recognizes the value of the Japan Center program, but believes NMU should do more to facilitate study in the region. The ITF proposes that Northern Michigan University move to establish an additional regular study abroad program in a more affordable nation in the Far East. This program should be partnered either with an Asian university or with an international consortium. The nations of China, Thailand, or Korea appear to offer the best possibilities for our students.

The Indian sub-continent with its Gross Domestic Product growth rates of 6-8% in recent years also presents opportunities for educational investment. While NMU may not be able to establish more than one or two new permanent study abroad sites, it seems valuable to provide opportunities for students to travel to India for academic service learning opportunities at the very least.

Another very promising opportunity for study abroad for NMU students is South Africa. South Africa provides students with an opportunity to experience the developing world while enjoying a university experience designed along a familiar Anglophone model. South Africa's new democracy is in the making is often cited as a model social experiment. The South African Rainbow Nation has emerged as one of several models of inter-racial harmony. South Africa provides many advantages for our students, not the least of which is the opportunity to enjoy courses taught in English, and to participate in all manner of Service Learning projects which are readily available as the South African university system overhauls its educational system to make it more responsive to the needs of the new nation. NMU should revisit and revitalize its South Africa program.

Since the days of the Monroe doctrine, the United States have been involved with the peoples of Central and Latin America. Spanish-speaking peoples make up the fastest growing population in the United States. NMU has supported a myriad of piecemeal opportunities for students to study in the Hispanic/Lusophone world. NMU should seek to establish one or two regular sites for Latin American study abroad.

IV. Study Abroad 2005-2006

Numbers

1. The number of NMU students studying abroad should double to about 325. 100-125 students will study abroad through CLEAs, i.e., Faculty-led Study Abroad programs. The remaining 200-225 will find study abroad through NMU's Exchange Programs, NMU Affiliated Programs, and Non-NMU Affiliated Programs.

Funding

1. Develop guidelines for study abroad scholarships
2. Distribute 20 scholarships of \$1000 to facilitate study abroad

Programs

1. Increase the number of CLEAS from seven in Summer 2005 to nine in 2006.
2. Run a CLEA to China/East Asia with the view to establishing a base/regular program in the Far East.
3. Move to develop an exchange program in China/East Asia
4. Run a CLEA to the Hispanic or Lusophone World with a view to establishing a base/regular program in the Far East.
5. Move to develop an exchange program/permanent site in the Hispanic/Lusophone world.
6. Run one or more International Service Learning CLEAs or CLEAs with an Academic Service Learning component. India and South Africa should be particularly explored with a view to Academic Service Learning.

Credits and Standardization

1. Standardize issuance of credit procedures for CLEAs and submit to and pass through CUP and the Academic Senate.

2. Mandate a domestic component and an international component for all CLEAs.
3. Standardize faculty load issues for all CLEAs.
4. Develop and mandate pre-departure orientation for all study-abroad students
5. Create protocol for exit interviews for all students who have studied abroad

IV. Study Abroad 2006-2007

Numbers

1. The number of NMU students studying abroad should reach to about 500. Two-hundred students will study abroad through CLEAs, i.e., Faculty-led Concentrated Learning Experiences Abroad and International Service Learning programs. The remaining 300 will find study abroad opportunities through NMU's Exchange Programs, NMU Affiliated Programs, and Non-NMU Affiliated Programs.

Funding

1. Develop guidelines for study abroad scholarships
2. Distribute 40 scholarships of \$1000 to facilitate study abroad

Programs

1. Increase the number of CLEAS from nine in Summer 2006 to ten in Summer 2007.
2. Repeat CLEA to China/East Asia with the view to establishing a base/regular program in the Far East.
3. Develop and solidify exchange program in China/East Asia
4. Repeat CLEA to the Hispanic or Lusophone World with a view to establishing a regular cite in the Hispanic/Lusophone world.
5. Develop an exchange program/permanent site in the Hispanic/Lusophone world.
6. Run one or two International Service Learning CLEAs or CLEAs with an Academic Service Learning component. India and South Africa should be explored with a view to providing Academic Service Learning opportunities for our students.

Credits and Standardization

6. Supervise CLEAs for quality control based on standards established in 2005-2006.
7. Oversee domestic component for all CLEAs.

8. Standardize faculty load issues for all CLEAs.
9. Undertake pre-departure orientation for all study-abroad students. Standardize materials for pre-departure orientation.
10. Conduct exit interviews for all students who have studied abroad
11. Develop protocols for issuing credit for international service learning

IV. Study Abroad 2007-2008

Numbers

1. The number of NMU students studying abroad should reach to about 650. One-hundred and sixty students will study abroad through participation in eight CLEAs, i.e., Faculty-led Concentrated Learning Experiences Abroad, and two service learning programs. Eighty will participate in programs in China/Far East and the Hispanic program. The remaining 410 will find study abroad opportunities through NMU's Exchange Programs, NMU Affiliated Programs, and Non-NMU Affiliated Programs.

Funding

1. 80 scholarships of \$1000 will be distributed.

Programs

1. Retain and stabilize the number of CLEAS offered to eight in Summer 2008.
2. China/East Asia program should be solidified.
3. First cadre of students study on China/Far East Program
4. Repeat CLEA to Hispanic/Lusophone World.
5. Develop permanent site in the Hispanic/Lusophone world.
6. Run one or more International Service Learning CLEAs or CLEAs with an Academic Service Learning component. India and South Africa should be explored with a view to providing Academic Service Learning opportunities for our students.

IV. Study Abroad 2008-2010

*Continue to grow study abroad opportunities until number of student studying abroad reached 1000.

*Develop study abroad opportunities for graduate students

*Assess all progress study abroad initiatives taken up to this time.

**Internationalization Task Force
Implementation Plan 2005-2008
International Faculty and International Students**

Rationale: The Internationalization Task Force believes that the presence of International Faculty and students will have important educational effects on NMU students. The increased interaction between our students and international faculty will broaden the classroom-based experiences of our students and aid them in developing a global world view. The presence of visiting international faculty on campus will enrich the academic discourse within departments and help to facilitate overseas contacts for NMU faculty thereby increasing their opportunity collaborate internationally on research and to teach or study overseas. The presence of international students in the classroom will likewise serve to broaden the discourse and the perspectives examined as part of the academic experience. International students will add a more global dimension to social interaction of all NMU students and this should serve to whet their interest of students on a personal and emotional level in study abroad and in issues related to global citizenship. The Internationalization Task Force therefore recommends that NMU annually host one or more visiting international scholars for visits of one semester to one academic year. It also recommends that NMU move as quickly as possible to restore the number of international students to 100. Furthermore it advocates that NMU enhance recruitment of international students in order to achieve a goal that 5% of the student body be represented by international students

V. International Faculty and International Students 2005-2006

1. Host a Visiting Islamic Scholar recruited from Fulbright Visiting Specialists Program, recruited in 2005. Apply for Visiting Islamic Scholar from Fulbright Visiting Specialists Program (if available) for 2006.
2. Apply in Nov. 2005 for Fulbright Scholar in Residence Program to a Scholar in Residence for 2006-2007.
3. Apply for and host a Fulbright Occasional Lecturer (i.e., a scholar already in the USA at another university who will visit NMU and shares expertise.

V. International Faculty and International Students 2006-2007

1. Host a Visiting Islamic Scholar recruited from Fulbright Visiting Specialists Program, recruited in 2006. Apply for Visiting Islamic Scholar from Fulbright Visiting Specialists Program (if available) for 2007-2008. Apply for short-term Visiting International Scholar for 2007-2008.
2. First Fulbright Scholar in Residence teaches at NMU. Apply for Fulbright International Scholar in Residence to teach at NMU in 2007-2008

3. Apply for and host Fulbright Occasional Scholar
4. Increase the number of international students to 90.

International Faculty and International Students 2007-2008

1. Host a Visiting Islamic Scholar recruited from Fulbright Visiting Specialists Program, recruited in 2007. Apply for Visiting Islamic Scholar from Fulbright Visiting Specialists Program (if available) for 2008-2009. Or apply for other short-term Visiting International Scholar for 2008-2009.
2. Second Fulbright Scholar in Residence teaches at NMU. Apply for Fulbright International Scholar in Residence to teach at NMU in 2008-2009
3. Apply for and host Fulbright Occasional Scholar.
4. Increase the number of international students to 150.
4. Welcome first trickle of international students recruited from programs in the Far East/China; Hispanic/Lusaphone world; and international service learning CLEAs.

V. International Faculty and International Students 2008-2010

- *Continue to recruit international students until the number of international students reaches 500 or 5% of the projected student body.
- *Increase the number of international students to 500
- *Establish a “transitions centre” for international students that includes English as a Second language instruction and cultural orientation for international.
- *Evaluate and assess International Faculty and International Student initiatives thus far accomplished.

Internationalization Task Force Implementation Plans 2005-2008 Student Affairs

Rationale: While curricular initiatives are of paramount importance, the Internationalization Task Force is mindful that learning, particularly attitudinal and normative learning occurs in a social context as well as on an individual cognitive level. During the formative undergraduate years, a great deal of knowledge acquisition moreover, takes place outside of the classroom. If coursework and programs are to be successful in generating graduates with a global outlook, they must be complemented in the social sphere by activities that nurture these perspectives among student cohorts. It is important that NMU foster a social and recreational climate that supports its internationalization mission. To this end, the Internationalization Task Force believes that the Division of Student Affairs must be a key partner in NMU's internationalization efforts. Senior administration, Admissions, Student Orientation, the Freshmen Experience and other programs and personnel in Student Affairs therefore must be systematically integrated into the process of internationalization so as to maximize NMU's internationalization efforts.

VI. Internationalizing Student Affairs 2005-2006

1. Develop protocols with the Admissions Office in order to guarantee that students come to Northern Michigan University with the intention of seeking a global education and with the knowledge they will be encouraged to study abroad.
2. Develop protocols for use during student orientation to ensure the topics of study abroad/global education are covered in both student and parent sessions.
3. Work with the First Year Experience Program (FYE) to insure that study abroad options and upcoming minor and certificate programs in Global Studies are covered in all UN 100 classes.
4. Work with the First Year Experience Program to insure that one or two cohorts of UN 100 are students who have expressed an interest in Study Abroad are enrolled in the same two sections of UN 100.
5. Continue to support existing international organizations such as the All Nations club; support the creation of new internationally-minded student organizations such as an International Service Learning Organization.
6. Send one member of the Student Affairs staff to the annual meeting of National Association of Foreign Student Advisors (NAFSA) or comparable training program.

VI. Internationalizing Student Affairs 2006-2007

1. Support and implement protocols developed with the Admissions Office in order to guarantee that students come to Northern Michigan University with the intention of seeking a global education and with the knowledge they will be encouraged to study abroad.
2. Implement protocols for summer orientation which ensure the topics of study abroad/global education are covered in both student and parent sessions.
3. Continue to work with and support the First Year Experience Program (FYE) to insure that study abroad options and upcoming minor and certificate programs in Global Studies are covered in all UN 100 classes.
4. Work with the First Year Experience Program to insure that two-three cohorts of UN 100 are students who have expressed an interest in Study Abroad/Global Studies minor or certificate program are enrolled in the same two sections of UN 100.
5. Continue to support existing international organizations such as the All Nations club; support the creation of new internationally-minded student organizations such as an International Service Learning Organization.
6. Send at least one member of the Student Affairs Division to the annual meeting of the National Association of Foreign Student Advisors (NAFSA).
7. Restore an international residence hall where international students and domestic students may elect to live in order to have a more daily interpersonal contact with persons of differing cultural origins.
8. Student Affairs division strongly encourages Platform Personalities and Northern Arts and Entertainment to ensure that a minimum number of speakers and performance groups are international in their origin or subject matter.

VI. Internationalizing Student Affairs 2007-2008

1. Support and implement protocols developed with the Admissions Office in order to guarantee that students come to Northern Michigan University with the intention of seeking a global education and with the knowledge they will be encouraged to study abroad.
2. Implement and refine protocols for summer orientation that ensure the topics of study abroad/global education are covered in both student and parent sessions.

3. Continue to work with and support the First Year Experience Program (FYE) to insure that study abroad options and upcoming minor and certificate programs in Global Studies are covered in all UN 100 classes.
4. Work with the First Year Experience Program to insure that three-four cohorts of UN 100 are students who have expressed an interest in Study Abroad/Global Studies minor or certificate program are enrolled in the same two sections of UN 100.
5. Continue to support existing international organizations such as the All Nations club; support the creation of new internationally-minded student organizations such as an International Service Learning Organization.
6. Send at least one member of the Student Affairs division to the annual meeting of the National Association of Foreign Student Advisors (NAFSA).
7. Retain/expand the international residence hall for students electing to live in a highly multi-cultural environment.
8. Student Affairs strongly encourages student organizations such as Platform Personalities and Northern Arts and Entertainment to prioritize international speakers/performances.

VI. Internationalizing Student Affairs 2008-2010.

*Assess all progress in internationalizing student affairs obtained thus far.

**Internationalization Task Force
Implementation Plans 2005-2008
Outreach to Global and Local Communities, Technology, and Public Relations**

Rationale: The Internationalization Task Force acknowledges the significant role that new learning technologies can play in delivering internationalized course content to students. The Task Force feels NMU's "high tech" approach to education must continue to remain balanced by NMU's "high touch" approach to learning with its emphasis on personalized student attention, small classes, etc. The Internationalization Task Force also recognizes the important role of community outreach and public relations in disseminating our name and our message as an institution wherein students receive a personalized high quality education, one that promotes global perspectives and global citizenship among students.

VII. Technology in Teaching and Learning 2005-2006

1. **Update Library Collection.** Update Olsen Library video/DVD collection with selections from one or several Global Studies series.
2. **Offer Learning Technology Workshops.** Offer a series of workshops in conjunction with the CITE and with WNMU Public Television on ways to internationalize the learning experience through technology. These include, for example, Instructional TV/satellite conferencing---live, scheduled, or recorded broadcast; video conferencing over Internet Protocols; desktop to desktop (net meetings); Media Site Live; and Telephony (skype).
3. **Recruit Computer Applications Interns.** Recruit one or more student interns in computer programming to work directly with faculty engaged in "Technology in Internationalization" projects.
4. **Offer Technology in Internationalization Award.** Ask TCAC to offer prize for innovative use of technology in internationalization of teaching mission.

VII. Public Relations & Community Outreach 2005-2006

1. **Centralize all information pertaining to international matters at NMU.** Centralize all information pertaining to study abroad, including Faculty CLEAs on the NMU website and make accessible from the first page. Page index everything relevant to internationalization at NMU so that all is available within two or three clicks. Centralize for information for faculty about existing opportunities for teaching and seminars abroad.
2. **Create Virtual International NMU.** Explore the creation a Virtual International NMU with a real presence on the Internet so that International Programs emerge at the

top of Google search lists. This would involve the purchase of descriptors from Google. Explore corporate/alumni partnerships with NMU to assist in financing the Google site.

3. Centralize International Recruitment. Centralize information relating to recruiting of international students and faculty

4. Recruit Media Interns. Recruit the service of 1-2 Media-related undergraduate interns who will work to make internationalization more visible, by promoting coverage on the NMU and local/regional media outlets and the World Wide Web.

5. Create Community Advisory Group. Create an advisory group/interest group from the community who will champion global studies and partnerships for International Service Learning.

6. Develop Scholarship Campaign Initiative. Work with President Wong and the NMU Foundation Dr. Wong's "Ten Thousand Points of Peace Initiative."

VII. Technology in Teaching and Learning 2006-2007

1. Update Library Collection. Continue to update Olsen Library video/DVD collection with selections from one or several Global Studies series available through education film/video distribution companies.

2. Offer Learning Technology Workshops. Continue to offer a series of workshops in conjunction with the CITE and with WNMU Public Television on ways to internationalize the learning experience through technology. These include, for example, Instructional TV/satellite conferencing---live, scheduled, or recorded broadcast; video conferencing over Internet Protocols; desktop to desktop (net meetings); Media Site Live; and Telephony (skype).

3. Recruit Student Interns. Continue to recruit one or more student interns in computer programming to work directly with faculty engaged in "Technology in Internationalization" projects.

4. Offer Technology in Internationalization Award. Continue to offer TLAC prize for innovative use of technology in internationalization of teaching mission.

5. Introduce "High Tech" Learning at New Study Abroad Site. Use innovative learning technology with at least one overseas site or CLEA.

VII. Public Relations and Community Outreach 2006-2007

1. Centralize all information pertaining to international matters at NMU Continue to centralize all information pertaining to study abroad, including Faculty led CLEAs on the NMU website and make accessible from the first page. Page index everything relevant to internationalization at NMU so that all is available within two or three clicks. Increase visibility for all internationally-related events on campus. Develop web-pages with computer studies student intern that showcase student study abroad/international service learning experiences.

2. Support Virtual International NMU. Continue to support a Virtual International NMU with a real presence on the Internet so that International programs emerge at the top of Google search lists. This would involve the purchase of descriptors from Google. Develop corporate/alumni partnerships with NMU to assist in financing the Google site.

3. Centralize International Recruitment. Continue to maintain centralization of international faculty and student recruitment.

4. Recruit Media Interns. Continue to recruit the services of 1-2 media-related undergraduate interns who will work to make internationalization more visible, by promoting coverage on the NMU and local/regional media outlets and the World Wide Web.

5. Support Community Advisory Group and Develop Joint NMU-Marquette City Programs. Continue to support an advisory group/interest group from the community who will champion global studies and partnerships for International Service Learning. Create a joint program with the Community Advisory Group. Examples could be a traveling or virtual international arts exhibit between the city of Marquette, and overseas partners. (Possibly connect with Sister City programs with Finland or Japan).

6. Launch Scholarship Campaign Initiative. Launch with President Wong and the NMU Foundation the “Ten Thousand Points of Peace Initiative.”

7. Develop NMU’s Global Profile. Develop at least one opportunity for global publicity. Examples include supporting collaboration between NMU and local/global media outlets, such as the ESPN Extreme Sports Programming and the UP 200 Coverage by NMU media students or the U.K.’s Media Trust production of a documentary of the OneWorldBeat Global AIDS benefit concert organized by NMU media students.

8. Award an Honorary Doctorate. Award an NMU Honorary Doctorate to a scholar or individual with significant contributions to the field of international/global education.

VII. Technology in Teaching and Learning 2007-2008

1. Update Library Collection. Continue to update Olsen Library video/DVD collection with selections from one or several Global Studies series available through education

film/video distribution companies. Update book selections.

2. Offer Learning Technology Workshops. Continue to offer a series of workshops in conjunction with the CITE and with WNMU Public Television on ways to internationalize the learning experience through technology. These include, for example, Instructional TV/satellite conferencing---live, scheduled, or recorded broadcast; video conferencing over Internet Protocols; desktop to desktop (net meetings); Media Site Live; and Telephony (skype). Add latest technologies as appropriate.

3. Recruit Student Interns. Continue to recruit and support one or more student interns in computer programming to work directly with faculty engaged in “Technology in Internationalization” projects.

4. Offer Technology in Internationalization Award. Continue to offer prize for innovative use of technology in internationalization of the NMU teaching mission. Mandate awards be given to faculty-student partnerships.

5. Introduce “High Tech” Learning at New Study Abroad Site. Use innovative learning technology with at least two overseas sites or one overseas site and one CLEA.

VII. Public Relations and Community Outreach 2007-2008

1. Centralize all information pertaining to international matters at NMU. Continue to centralize all information pertaining to study abroad, including Faculty CLEAs on the NMU website and make accessible from the first page. Centralize for information for faculty about existing opportunities for teaching and seminars abroad. Continue to increase visibility for all internationally-related events on campus. Page index everything relevant to internationalization at NMU so that all is available within two or three clicks. Continue to develop web-pages with computer studies student intern that showcase student study abroad/international service learning experiences.

2. Support Virtual International NMU. Continue to support a Virtual International NMU with a real presence on the Internet so that International programs emerge at the top of Google search lists. Purchase of Google descriptors and corporate/alumni support should be ongoing.

3. Centralize International Recruitment. Continue to maintain centralization of international faculty and student recruitment.

4. Recruit Media Interns. Continue to recruit and support the services of 1-2 media-related undergraduate interns who will work to make internationalization more visible, by promoting coverage on the NMU and local/regional media outlets and the World Wide Web.

5. Support Community Advisory Group and Develop Joint NMU-Marquette City Programs. Continue to support an advisory group/interest group from the community

who will champion global studies and partnerships for International Service Learning. Create joint program with Community Advisory Group. Examples could be a traveling or virtual international arts exhibit between the city of Marquette, and overseas partners. (Possibly connect with Sister City programs with Finland or Japan).

6. Launch Scholarship Campaign Initiative. Monitor the progress and strengthen President Wong and the NMU Foundation's the "Ten Thousand Points of Peace Initiative."

7. Develop NMU's Global Profile. Develop at least one opportunity for global publicity. Examples include supporting collaboration between NMU and local/global media outlets, such as the ESPN Extreme Sports Programming and the UP 200 Coverage by NMU media students or the U.K.'s Media Trust production of a documentary of the OneWorldBeat Global AIDS benefit concert organized by NMU media students. Develop at least one new opportunity per annum for global publicity. Student interns in CAPS, Art and Design, Journalism, and Creative Writing may work on these projects. Freshmen Fellows may assist.

8. Develop Joint Project. Develop joint project, such as a CLEA, an International Service Project, a "technology in internationalization" project led by the individual awarded honorary doctorate the previous year.

9. Create Faculty Internationalization Award. Create internationalization award for faculty/member of staff that has done the most to promote internationalization.

VII. Technology in Teaching and Learning 2008-2010

Assess the progress of implementation plan achieved thus far.

VII. Public Relations and Community Outreach 2008-2010

Assess the progress of implementation plan achieved thus far.