Internationalizing Florida Tech
Final Report
Internationalizing the Campus Committee
April 7, 2010
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Executive Summary

As a result of a recommendation made during the 2009 President’s Retreat, Provost McCay formed an Internationalizing the Campus Committee (ICC). This committee was made up of

- Mary Beth Kenkel, PhD, CoPLA, Chairperson
- Randy Alford, PhD, Graduate School & International Academic Programs
- Judith Brooke, ISSS/Enrollment Management
- Carolyn Fausnaugh, PhD, CoB
- Korhan Oyman, PhD, CoA
- Hamid Rassoul, PhD, CoS
- Muzaffar Shaikh, PhD, CoE
- Jennifer Zych, Committee Staff Assistant

The Provost’s charge to the committee was to conduct a comprehensive inventory to determine what the university was currently doing to internationalize the campus. Once this was accomplished, the committee was asked to identify additional objectives that were realistic, attainable, financially feasible, and begin to develop plans for how they would be achieved.

In conducting its work, the ICC decided to draw upon the substantial resources developed by the American Council on Education (ACE). ACE has initiated many efforts in higher education to make American universities more internationalized and to promote global learning outcomes for post-secondary students. The ICC used the ACE’s framework of nine central components of internationalization to conduct the inventory and to draw up recommendations.

The committee’s work was guided by these definitions of internationalization:

“"The process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution” (Knight, 1994)

“...the complex of processes whose combined effect, whether planned or not, is to enhance the international dimension of the experience of higher education in universities and similar educational institutions.” (OECD, 1994)

Below are listed the major components of internationalization (I-IX), and the ICC’s recommendations and action plans related to each. There are a total of 16 recommendations, three of which require some funding (indicated by *). Plans for accomplishing the recommendations are also provided.

I. Articulated Commitment: Mission, Goals, and Vision

To what extent is internationalization integral to the institution’s identity and vision?

Recommendation 1: Undergraduate and graduate education at Florida Tech should incorporate the acquisition of global competence and should specify and measure the desired knowledge, skills, and attitudes that are expected for students to be globally competent.

Plan: By May 2011, the global learning outcomes expected of all Florida Tech students should be specified, along with the learning opportunities for acquiring those outcomes. By August 2011, the methods for teaching the learning goals should be implemented. By May 2012, the first assessment of global learning outcomes will take place.
**Recommendation 2:** The “global focus” goals articulated in the strategic plan should be publicized and disseminated.

**Plan:** By August 2010, timelines and action plans for all the international goals in the strategic plan should be specified. By May 2011, (and each May thereafter until 2013) progress to date on those goals should be assessed and adjustments made in goals, timelines, action plans.

**Recommendation 3:** Recruiting materials and other documents and depictions of the university (e.g. website, catalogue, *Campus Observer* and alumni magazines) should highlight the international nature of Florida Tech and emphasis on students’ developing global competence.

**Plan:** By August 2010, the Admissions Department and the University Communications department will review and determine a plan to highlight the nature and benefits of the international nature of the university. By May 2011, these same departments will find ways to highlight the learning of global competence and use it as a mark of distinction for the university. By May 2012, the efforts in this area and their outcomes of such will be assessed.

**II. Environment for Internationalization**

How does the local, state, and broader environment affect current internationalization efforts? What impact will the environment have on future internationalization efforts?

*Recommendation 4:* In order to accommodate a comprehensive community outreach program that fosters collaboration with cultural community partners in our local, state and broader “environment,” a physical location dedicated to our mission of globalization is required. Florida Tech should establish an international center, a meeting space to conduct cultural seminars, workshops, and training; a venue in which to welcome external groups, and house international administrative offices and student organizations. The creation of an international center will require a staffed position whose primary role it is to develop a comprehensive community outreach program, manage the facility, and provide overall support to the internationalization effort at Florida Tech.

**Plan:** The University would create a staffed position whose primary role it is to develop a comprehensive community outreach program, manage the facility, and provide overall support to the internationalization effort at Florida Tech.

** Recommendation 5:** Until funds are raised to support a comprehensive international center, the university should set aside an existing space or house for an international lounge/seminar room with adjoining kitchen facilities to meet the needs of international programming in the short term.

**Plan:** This should be accomplished by academic year 2011-12.

**III. Strategy**

To what extent does the institution have a clear strategy to accomplish the goals it has articulated?

**Recommendation 6:** Promotion incentives should be given to faculty to increase their international participation and activities.
Plan: The Provost will charge each college to find a way to incorporate internationalization criteria in promotion guidelines.

IV. Structures, Policies, & Practices
To what extent are institutional structures, policies, practices, and resources aligned with the institution’s goals?

Recommendation 7: Explore ways to disseminate information regarding what units on campus do and the unique international expertise each provides.

Plan: Include “who does what and where” in the student/faculty handbooks, university website, catalog, new faculty orientation, etc.

*Recommendation 8: Provide more financial resources to support international curriculum development, faculty international travel and research, and travel grants for student study abroad opportunities.

Plan: Perform a complete audit of the existing reward structure and, if necessary, revise it to support the goal of internationalization. One potential avenue for distribution would be via a board similar to that of ACITC.

V. Curriculum
To what extent is international learning an integral part of the institution’s educational offerings?

Recommendation 9: Explore the possibility of requiring all students to take a global perspectives course or the equivalent (foreign language, area studies, comparative religions course, etc.) as a part of the general education curriculum.

Plan: Survey deans, department heads and the Curriculum Committee to ascertain academic support for such a requirement as a means of preparing all Florida Tech students to become global citizens. Such a course would be developed and taught by Humanities Department/CoPLA faculty.

*Recommendation 10: Develop more globally oriented courses, such as international music, history of science, and new foreign languages.

Plan: The Provost will charge each college with developing at least one course with a global perspective.

VI. Study Abroad
What opportunities exist for education abroad?

Recommendation 11: Strengthen and increase our liberal arts course offerings so that more Florida Tech students would have an interest in participating in an international experience.

Plan: Increase awareness of study abroad opportunities on campus through posters, information sessions, freshman orientation, and activities fairs; include a study abroad session in all University Experience (UE) courses. Consider requiring a year (2 years?) of foreign language study for all majors within the College of Psychology and Liberal Arts.
Recommendation 12: As our student population grows and a critical mass is attained, provide additional opportunities for a university-wide international experience.

Plan: Duplicate the strengths of the Florida Tech at Oxford program into another self-supporting study abroad opportunity.

VII. Engagements with Institutions in Other Countries
What linkages does the campus have with institutions in other countries for instruction, research, service learning, and development cooperation?

Recommendation 13: Develop only agreements that are capable of producing a steady number of quality, full-paying international student-scholars.

Plan: Identify and target those areas of the world that have the potential to send either self- or agency-sponsored students to the US for higher education. Work with embassies and cultural missions to ensure that Florida Tech is included on “approved lists of US institutions” for international students to study here. Be diligent in following all SACS mandates with regard to joint curricular ventures involving the award of credit by member institutions.

VIII. Campus Culture & Co-curriculum
To what extent is internationalization part of the institution’s culture and co-curriculum?

Recommendation 14: We recommend Florida Tech consider instituting cultural enrichment opportunities for faculty and staff professional development.

Plan: By academic year 2011-12 a comprehensive diversity training program should be in place for all faculty, staff and students.

IX. Connections among Campus Components
To what extent does synergy exist among the international components on campus?

Recommendation 15: An International Affairs Committee made up of all of the international components on campus, including academics, should be charged with leading the effort to internationalize the curriculum.

Plan: By May 2010, the Provost will create an International Affairs Committee. By December 2010, this committee will provide targets and timelines for accomplishing the internationalizing effort. During 2010 – 2013, this committee will provide monthly updates on progress on internationalizing the curriculum.

Recommendation 16: The general campus community should be more aware about international efforts, activities, and opportunities.

Plan: By December 2010, creative ways to disseminate this information to the community should be devised and implemented.

*Indicates monetary resource allocation, see full report for details
Internationalizing Florida Tech
Full Report

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In conducting its work, the ICC decided to draw upon the substantial resources developed by the American Council on Education (ACE). ACE has initiated many efforts in higher education to make American universities more internationalized and to promote global learning outcomes for post-secondary students. The ICC used the ACE’s framework of nine central components of internationalization to conduct the inventory and to draw up recommendations.

The committee’s work was guided by these definitions of internationalization:

“The process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution” (Knight, 1994)

“...the complex of processes whose combined effect, whether planned or not, is to enhance the international dimension of the experience of higher education in universities and similar educational institutions.” (OECD, 1994)

Below are listed the major components of internationalization (I-IX), and the ICC’s recommendations and action plans related to each. There are a total of 16 recommendations, three of which require some funding (indicated by *). Plans for accomplishing the recommendations are also provided.

Components of Internationalization

I. Articulated Commitment: Mission, Goals, and Vision

Global learning is articulated as part of Florida Tech’s mission and vision and strategic plan. The mission statement, as indicated below, indicates that Florida Tech is serving not only national, but also international constituencies, recruiting internationally known faculty, and having a culturally diverse student body.

Mission Statement
Florida Institute of Technology is an independent technological university that provides quality education, furthers knowledge through basic and applied research, and serves the diverse needs of our local, state, national and international constituencies.

In support of this mission, we are committed to:

- An organizational culture that values and encourages intellectual curiosity, a sense of belonging and shared purpose among faculty, students and staff, and pursuit of excellence in all endeavors;
- Recruiting and developing faculty who are internationally recognized as educators, scholars and researchers;
- Recognition as an effective, innovative, technology-focused educational and research institution;
- Recruiting and retaining a high quality, highly selective and culturally diverse student body;
- Continued improvement in the quality of campus life for members of the university community;
- Providing personal and career growth opportunities for both traditional and nontraditional students and members of the faculty and staff, including those that avail themselves of Florida Tech – University Online;
- Professional accreditation for all eligible programs.

Additionally the draft strategic plan talks about Florida Tech having a Global Focus in a number of areas including:

**Undergraduate Education** - Students will receive quality instruction from expert faculty (no graduate student teaching assistants in the first year) in their major field of study that includes experiential learning with hands-on research opportunities, using technology in the classroom and materials prepared in a format that emphasizes the global and interdisciplinary nature of business, government, and academia in today’s 21st century.

Specifically, it was indicated that there would be a global presence for the university, such that Florida Tech would:

- be ranked in the top 130 of the U.S. colleges and universities by US News & World Report,
- provide multiple international opportunities for study abroad in a variety of countries
- expand 2+2 type international university partnerships
- establish M-Visa based international flight training programs in the College of Aeronautics would be to and the College of Business would be to
- expand the international business degree in the College of Business
- develop interdisciplinary programs in international business/engineering, to partner with international business: Siemens, Frampton, Embraer, Airbus,
- increase joint ventures with international universities and agencies
- expand international learning opportunities with countries to broaden and deepen students’ experiences (France, Germany, Argentina, and China) and
- build an International Student Center
- expand recruiting and retention tactics to target specialized international recruiting and increase international students to 25%
- improve the quality and quantity of university human, physical and fiscal resources by developing faculty with international reputations
- provide a funded sabbatical program and provide a travel budget sufficient to support national and international conference attendance for 10% of the full-time faculty.
However, while the strategic plan indicates that Florida Tech is committed to educating students for work in a global environment, it does not specify a commitment to students’ developing global learning outcomes.

Student recruiting materials include specific materials geared to international students including descriptions of Florida Tech in different languages. There also is a brief statement in recruiting materials that are used with domestic students about the student body including individuals from 99 different countries. However for domestic students, the international nature of Florida Tech is not used as a prominent feature of the university, nor is the emphasis on global learning outcomes.

Recommendation 1: Undergraduate and graduate education at Florida Tech should incorporate the acquisition of global competence and should specify and measure the desired knowledge, skills, and attitudes that are expected for students to be globally competent.

    Plan: By May 2011, the global learning outcomes expected of all Florida Tech students should be specified, along with the learning opportunities for acquiring those outcomes. By August 2011, the methods for teaching the learning goals should be implemented. By May 2012, the first assessment of global learning outcomes will take place.

Recommendation 2: The “global focus” goals articulated in the strategic plan should be publicized and disseminated.

    Plan: By August 2010, timelines and action plans for all the international goals in the strategic plan should be specified. By May 2011, (and each May thereafter until 2013) progress to date on those goals should be assessed and adjustments made in goals, timelines, action plans.

Recommendation 3: Recruiting materials and other documents and depictions of the university (e.g. website, catalogue, Campus Observer and alumni magazines) should highlight the international nature of Florida Tech and emphasis on students’ developing global competence.

    Plan: By August 2010, the Admissions Department and the University Communications department will review and determine a plan to highlight the nature and benefits of the international nature of the university. By May 2011, these same departments will find ways to highlight the learning of global competence and use it as a mark of distinction for the university. By May 2012, the efforts in this area and their outcomes of such will be assessed.

II. The Environment for Internationalization

Since its founding fifty years ago, Florida Tech has undergone remarkable growth in international student enrollment with the fall 2009 term showing the highest number of international students enrolled at Melbourne Campus in over ten years. Attachment 3 depicts the number of international students for 2003 to the present. So while factors such as the global economy, political events, and our agreements with sponsors continue to affect fluctuations in annual enrollment, historical data clearly indicates international students are continuing to come to Florida Tech in increasing numbers.

As Florida Tech’s international population and its efforts in internationalization become more of a priority, a fully fledged comprehensive community outreach program fostering collaboration with cultural community partners will be essential. Currently, Florida Tech has only a dozen or so very limited working relationships with local cultural organizations. However, there is clearly
the potential to foster these relationships into full partnerships and expand cultural outreach into major cosmopolitan areas.

Currently, while internationalization may be a priority, Florida Tech has no “face” on our multiculturalism, a prominent physical location dedicated to our mission of globalization, a place in which to promote international awareness, to foster multiculturalism and promote the university’s diversity into our community. With no gathering space on campus for internationals to call their own, there is no one unified venue for cultural gatherings, workshops or seminars. This severely limits the ability to increase or broaden international programming of any kind.

*Recommendation 4: In order to accommodate a comprehensive community outreach program that fosters collaboration with cultural community partners in our local, state and broader “environment,” a physical location dedicated to our mission of globalization is required. Florida Tech should establish an international center, a meeting space to conduct cultural seminars, workshops, and training; a venue in which to welcome external groups, and house international administrative offices and student organizations. The creation of an international center will require a staffed position whose primary role it is to develop a comprehensive community outreach program, manage the facility, and provide overall support to the internationalization effort at Florida Tech.

Plan: The University would create a staffed position whose primary role it is to develop a comprehensive community outreach program, manage the facility, and provide overall support to the internationalization effort at Florida Tech. *Estimated costs: $30,000 salary for a staffed position, $1.25 million for a 7-10,000 sq. ft. international center.

Recommendation 5: Until funds are raised to support a comprehensive international center, the university should set aside an existing space or house for an international lounge/seminar room with adjoining kitchen facilities to meet the needs of international programming in the short term.

Plan: This should be accomplished by academic year 2011-12.

III. Strategy

Successful implementation of an internationalization initiative requires a wide scope solid strategy and high level interaction between faculty, students, and the university staff. With its 1,027 international students, Florida Tech already has an international campus. However, having a big number of international students does not necessarily make a university internationally excellent and globally distinguished.

According to the ISSS presentation in 2008, Florida Tech is ranked second in the nation among national universities with the highest percentage of enrolled international students. Despite the numbers, our institution could have a more aggressive internationalization strategy not only to increase the international student numbers or maintain the domestic/international student ratios but to achieve greater respect globally, which it deserves.

Strategically, a new internationalization plan should focus on few major aspects that might be overlooked by our institution. Some of these could be highlighted as follows:

Recommendation 6: Promotion incentives should be given to faculty to increase their international participation and activities.
Plan: The Provost will charge each college to find a way to incorporate internationalization criteria in promotion guidelines.

IV. Structures, Policies, and Practices

The very reason the Internationalizing the Campus Committee exists clearly shows that there is evidence of genuine administrative support for this process at Florida Tech, even though technical universities working to globalize campuses can sometimes face an extra layer of resistance. We are fortunate that a number of structures, policies and practices have been put into place at Florida Tech to promote internationalization that has demonstrable results for both students and faculty. There are currently five major units that share various aspects of international life on campus:

International Graduate/Undergraduate Admissions and the Office of International Student and Scholar Services (ISSS), all student services under the Office of Enrollment Management

International Academic Programs (IAP) and Study Abroad under the Office of Academic Affairs/Provost’s Office

Coordinator for International Credit Transfer, under Registrar’s Office, Academic Affairs/Provost’s Office

English-as-a-Second Language and foreign languages, Center for Critical Languages, under the Department of Humanities/College of Psychology and Liberal Arts

International Alumni Affairs, under Alumni Affairs/University Advancement

Because of the unique nature of what each office does, they work independently but in concert with each other to provide their respective international support to students and faculty.

Florida Tech welcomes faculty who engage in collaborative linkages with international universities for teaching and research. There is a formal institutional process in place to assist faculty in initiating an international agreement or crafting an MOU for such joint ventures (see Attachment B). This process is administered through the Office of International Academic Programs (IAP). Additionally, the university has a remarkable record for hiring outstanding international faculty/researchers who provide a culturally stimulating and intellectual environment for all students both in the classroom as well as in the research lab.

However, the institution’s commitment to internationalization is not always reflected across the university-wide curriculum. For example, there is currently no policy that requires all undergraduate students to take a global perspectives course as part of the general education curriculum. Without such a requirement, faculty advisors often do not encourage students to take courses with an international content, to learn a foreign language, or to take advantage of an international educational opportunity.

Although the institution supports education abroad, an international experience is not always a popular student option due, in part, to a tight engineering and sciences curricula. In addition, the lack of foreign language majors/minors, of area/international studies and of allied disciplines such as music, history, geography, comparative literature/cultures, etc. hinders the university from offering a large array of study abroad programs since students studying in these areas naturally “populate” international education programs. Simply put, at Florida Tech there is not a critical mass from which to draw, and having too many opportunities can dilute the participation that we currently enjoy with our flagship Florida Tech at Oxford summer program.
One way to overcome a single destination like Oxford is to offer other travel opportunities to alternate places like Italy, France, Germany, etc., either just before or immediately after the students’ Oxford experience. Many short-term study abroad initiatives are discipline-specific and are spearheaded within the academic department through special topics courses.

The university does not provide a free-standing structure—an *International Student Center*—dedicated specifically to our international student population for ISSS office suite, student meeting places, lounges, a venue to host international guest speakers, clubs/organizations, tutor rooms, study areas, etc.

**Recommendation 7:** Explore ways to disseminate information regarding what units on campus do and the unique international expertise each provides.

**Plan:** Include “*who does what and where*” in the student/faculty handbooks, university website, catalog, new faculty orientation, etc.

**Recommendation 8:** Provide more financial resources to support international curriculum development, faculty international travel and research, and travel grants for student study abroad opportunities.

**Plan:** Perform a complete audit of the existing reward structure and, if necessary, revise it to support the goal of internationalization. One potential avenue for distribution would be via a board similar to that of ACITC. *Estimated costs: $20,000 for international curriculum development. $50,000 for faculty international travel and research. $30,000 for student study abroad opportunities.*

V. The Curriculum

Canadian Scholar, Jane Knight (1994) defines “internationalization” as “the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution.” This is ACE’s current operative definition. This definition suggests that internationalization is a change process... so let’s take a moment to consider what we have in our university and what we can do to move toward internationalization our educational curricula (both new course development and/or expansion of current courses).

More colleges and universities are engaged in “internationalizing” activities and trying to link those activities together in a more integrated fashion, particularly at the level of undergraduate education. Yet the general landscape leaves much to be desired. Nontraditional/online students now represent a large fraction of our total student enrollments. These students are older, often work full-time, tend to choose a vocationally oriented program of study, and they have no time to study abroad. A large portion of our transferred students come from local community colleges. For the model of international education that depends upon study abroad as its key index, this group is not a likely clientele; yet these students also need to be the object of our efforts to provide knowledge and skills for global citizenship.

Only a minority of institutions have approached the issue holistically, connecting the aim of educating a future generation of global citizens with a well thought out curriculum at every stage of the student’s experience, moving between general education and the major as well as moving between the local, national and global in intellectually deliberate ways. In such a curriculum every step, including study abroad, moves the student to broader cultural exposure, making the frame of reference for citizenship and its inherent responsibilities broader and more interwoven with the role of other citizens across the world. Developing the architecture for this
process is the job of the faculty. Attachments 1 and 12 describe some of the international courses, research, and services now taking place in Florida Tech's colleges.

Research activities are an important way to internationalize institutions and every field of study can profit from multicultural and comparative approaches. Graduate education, in fact, needs more and more to be developed along these lines.

While many institutions are beating a drum for more opportunities for students to study abroad, almost no one is talking about providing the same opportunities for faculty, particularly those who were not area, comparative or international studies specialists. Students graduate, but the faculty remain and serve as the stewards of the curriculum. They can be agents of a holistic approach to a more broadly defined educational program, or they can balkanize the curriculum through a narrow conception of the academic disciplines, allowing cross-cultural scholarship to settle in tiny niches with little overall impact. As a group, they have the capacity to set a deeply embedded foundation for the international and intercultural character of an institution. They can also be fierce advocates of the status quo curriculum.

All faculty in all disciplines need to support the goal of internationalization. It is important to create an incentive and reward system of faculty participation in the hard work of building a more globally oriented institution. We need to take a good look at whether we are all hat and no cattle, proclaiming our desire to be more worldly but not recognizing and rewarding faculty who are helping to move the institution in that direction. A complete audit of the reward structure needs to occur and, if necessary, be revised to support the goal of internationalization. These faculties often serve as the stewards of the curriculum.

At the end, we can offer a comparative observation about higher education history in the United States during the culture wars. We all recall the dire warning during the introduction of interdisciplinary majors, Women's Studies and African-American Studies. At the center of those warnings was that moving faculty beyond their disciplinary frameworks would surely ruin American higher education. Instead, we found out that these developments have helped to strengthen our educational programs by integrating various facets of our pluralism as a nation into programs of study for students. We now face additional demands in assuring that our students not only understand the diversity of their own country but the rest of the world. It may mean pushing the envelope of the academic disciplines, changing the ways that majors are constructed, asking more faculty to be comparative in their approach to subject matter and rewarding what would traditionally be considered to be risk taking behavior in academe. The potential rewards are well worth the effort.

**Recommendation 9:** Explore the possibility of requiring all students to take a global perspectives course or the equivalent (foreign language, area studies, comparative religions course, etc.) as a part of the general education curriculum.

**Plan:** Survey deans, department heads and the Curriculum Committee to ascertain academic support for such a requirement as a means of preparing all Florida Tech students to become global citizens. Such a course would be developed and taught by Humanities Department/CoPLA faculty.

*Recommendation 10:* Develop more globally oriented courses, such as international music, history of science, and new foreign languages.

**Plan:** The Provost will charge each college with developing at least one course with a global perspective. *Estimated cost: $20,000.*
VI. Study Abroad

Florida Tech students have the option of participating in a variety of study abroad opportunities throughout the world in any discipline, and for varied lengths of time (summer, semester or full academic year). The International Academic Program’s (IAP) website (www.fit.edu/iap) provides students with information about participating in an international experience and gives suggestions to help them on a path toward that goal. IAP has developed a handout that is given to all interested students based on 15 of “The Most Commonly Asked Questions About Study Abroad” (see Attachment 7). Because there is no foreign language requirement for most majors at Florida Tech, we do not have students wanting to study in many foreign-speaking countries. Because of that, Australia and the UK receive the most interest. Italy has been top on the students’ list also, but the high expenses in Italy are typically a deterrent. Because of Florida Tech’s relative small size and primary focus on engineering and the sciences—as opposed to foreign languages, area/international studies, comparative literatures, history, etc.—only one consistent yearly program appears to be sustainable. A critical mass of students is needed to offer multiple, self-supporting programs which, at least at this time, the university does not have.

Florida Tech has developed a very special relationship with Jesus College at Oxford University and has offered study there as our signature summer program since 2005 (www.fit.edu/iap/oxford). The program is open to all majors and classifications and because there is no language barrier, the Oxford experience has proven to be very popular. Participants are given a pre-departure orientation and are well prepared for their summer sojourn. This summer (2010), we have 25 Florida Tech students from a variety of majors participating. Other US institutions that also have successful programs at Oxford University include Georgia Tech, Emory, Baylor, SMU, Univ. of Nebraska, UT at Austin, FSU, etc.—just to name a few.

Approximately 152 students have participated in this unique program since 2005. In 2005 and 2006, the program included a 10-day trip to Italy prior to the Oxford study; however, costs became too high and since then, this add-on to the program has been temporarily suspended. Today’s program allows our students to take two Florida Tech classes at a slightly reduced tuition rate (25% off) for 5 weeks each July and August. Classes are appropriate for our students based on their academic needs and usually include several math options, humanities (civilization, ethics, literature, etc.), and business courses. During the Oxford program, students are exposed to theatre, museums, architecture, and England’s rich history. They are encouraged to travel on weekends and visit places within the UK or on the Continent. Last summer students spent weekends in Ireland, France, Italy, the Czech Republic, Norway, etc. Florida Tech participants are encouraged also to participate in foreign language immersion courses prior to their study at Jesus College. To date, only one former Oxford student has taken advantage of this opportunity. She lived with a family and studied intensive Spanish for 3 weeks in Spain in the summer of 2009 and was awarded Florida Tech credit for those courses.

There are always issues that sometimes hinder students from participating in a study abroad. Certainly money becomes an important factor for students and parents when considering how they will finance an international experience. This is especially true during the current downturn in the US economy. In addition, Florida Tech students are concerned about remaining in synchrony with their degree program and graduating on time. For students who decide to participate in a study abroad, they expect the program not only to be well planned, organized, and safe, but they also expect to enjoy many of the same creature comforts that they have in the US. These include good quality rooms (no hostels or pensions), full Internet access, air conditioning, favorite foods, etc.
**Recommendation 11:** Strengthen and increase our liberal arts course offerings so that more Florida Tech students would have an interest in participating in an international experience.

**Plan:** Increase awareness of study abroad opportunities on campus through posters, information sessions, freshman orientation, and activities fairs; include a study abroad session in all University Experience (UE) courses. Consider requiring a year (2 years?) of foreign language study for all majors within the College of Psychology and Liberal Arts.

**Recommendation 12:** As our student population grows and a critical mass is attained, provide additional opportunities for a university-wide international experience.

**Plan:** Duplicate the strengths of the Florida Tech at Oxford program into another self-supporting study abroad opportunity.

**VII. Engagement with Institutions in Other Countries**

Florida Tech has a history of developing successful collaborative partnerships with international universities. Today, that number includes some 30 international institutions from South America, Europe, Africa, India, the Middle East, Asia, etc (See Attachment 9). The majority of these linkages are for undergraduate (2+2) or graduate (1+1) twinning, dual-degree programs in a variety of academic disciplines. Although many agreements are similar, there is no one template that fits all joint ventures. There are specialized elements unique to each partnership but most include an overview/purpose, academic disciplines involved, faculty and/or student participation, joint research initiatives, number of students involved, length of agreement, selection criteria for participants, admissions protocol and procedures, language proficiency, financials (tuition discount if any), housing, health insurance, equivalency chart of transfer credits, a *Force Majeure*, accreditation issues (SACS, ABET), renewal terms, appendices, authorized signatories, etc.

All campus units involved have an opportunity to review the document and provide feedback in the routing process that is handled by the Office of International Academic Programs.

The university no longer enters into any agreements containing student exchanges due to problems with imbalances. Florida Tech also does not sign any agreements/MOUs that cannot be fully self-supporting.

International students participating in these programs add to the cultural diversity of campus.

**Recommendation 13:** Develop only agreements that are capable of producing a steady number of quality, full-paying international student-scholars.

**Plan:** Identify and target those areas of the world that have the potential to send either self- or agency-sponsored students to the US for higher education. Work with embassies and cultural missions to ensure that Florida Tech is included on “approved lists of US institutions” for international students to study here. Be diligent in following all SACS mandates with regard to joint curricular ventures involving the award of credit by member institutions.

**VIII. Campus Culture and Co-curriculum**

Florida Tech has a rich international history which continues to grow every year. The campus culture at Florida Tech is extremely diverse and strong with continued and consistent support
from the administration. The entire Florida Tech community including faculty, staff, and students works closely together for the constant promotion of diversity and tolerance towards all cultures. Fall 2009 enrollment of international students at Melbourne Campus reflects the highest number of international students enrolled in over 10 years, with 28%, or over 1000 of Melbourne Campus students, now being international. In addition the Board of Trustees has endorsed a goal to increase the number of undergraduates to 25%, which when reached, will put our international student population at over 1500 undergraduate and graduate students.

In response to this growth, a variety of programs have been introduced to promote cultural awareness among our entire community and to facilitate integration of our students into American culture and way of life. Managed by the International Student and Scholar Service’s office, these include: International Student and Scholar Orientation; the International Diplomat Program; Cultural Adjustment Seminars; Immigration, Tax, and Employment Workshops; an International Resource Guide; the International Friendship Program; Conversation Partners and International Coffee Hours, as well as what has become Florida Tech’s signature celebration of diversity, the annual International Festival, which last year drew over 2000 to the campus.

As Florida Tech continues to see more and more international students on campus, it becomes even more important that along with an awareness and knowledge of other cultures, the Florida Tech administration, faculty, and staff become more cognizant of sensitivities of these different cultures. As part of this effort, the faculty and staff need to develop a basic understanding of how to respond and to behave in an amicable way when dealing with students from different cultures.

Recommendation 14: We recommend Florida Tech consider instituting cultural enrichment opportunities for faculty and staff professional development.

Plan: By academic year 2011-12 a comprehensive diversity training program should be in place for all faculty, staff and students.

IX. Connections among Campus Components

In many ways, Florida Tech is “internationalized,” in terms of having an international student body and services to support them, some exchange and study abroad programs, a number of international faculty and research partnerships, a long record of international recruiting, and growing connections with international people and groups in our surrounding community. Additionally, there are informal connections among the administrators and faculty responsible for or involved in these different initiatives. However there are some gaps in the internationalization effort that preclude the potential synergy that could exist among all the international components.

First, there is no designated person or position charged with internationalizing the undergraduate or graduate curricula. These efforts have been left to the individuals programs or departments with no one coordinating or leading the effort. If we are to adopt the goal of every student becoming globally competent, a person or group of persons needs to be charged with leading this effort.

Second, there is no formal body or process for coordinating the activities and efforts of the different international components on campus. Therefore that process is mostly ad hoc and informal and potential opportunities, as well as the synergy that might develop from better coordination, are lost.
Third, the general campus community has little knowledge about international efforts, activities, and policies. While this information is available, individuals generally do not seek it out unless there is an immediate need. Additionally only a small percentage of domestic students and faculty participate in international activities. Therefore there are less synergistic opportunities and new ideas.

**Recommendation 15:** An International Affairs Committee made up of all of the international components on campus, including academics, should be charged with leading the effort to internationalize the curriculum.

**Plan:** By May 2010, the Provost will create an International Affairs Committee. By December 2010, this committee will provide targets and timelines for accomplishing the internationalizing effort. During 2010 – 2013, this committee will provide monthly updates on progress on internationalizing the curriculum.

**Recommendation 16:** The general campus community should be more aware about international efforts, activities, and opportunities.

**Plan:** By December 2010, creative ways to disseminate this information to the community should be devised and implemented.
## Total Cost

<table>
<thead>
<tr>
<th>International staff position</th>
<th>$ 30,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>International curriculum development</td>
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<tr>
<td>Faculty international travel/research</td>
<td>$ 50,000.00</td>
</tr>
<tr>
<td>Student study abroad opportunity</td>
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</tr>
<tr>
<td>New international courses</td>
<td>$ 20,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 150,000.00</strong></td>
</tr>
</tbody>
</table>

| International Center | $ 1,250,000.00 |

7,000-10,000 sf @ $125/sf

## Next Steps

The next step in the process of internationalizing the Florida Tech campus is the Provost’s review and prioritization of the committee's recommendations. Following such actions, the selected recommendations should be disseminated to the President's Council and campus community. The priorities will then be incorporated into Florida Tech's strategic plan, and an International Affairs Committee and action plan should be created. Additionally, funding for AY11 and beyond must be determined.