2014-2016 American Council on Education Internationalization Lab

**STRATEGIC PLAN FOR INTERNATIONALIZATION**

Elizabeth Hendrey

Provost and Vice President for Academic Affairs

William McClure

Dean of Arts and Humanities

Special Assistant to the Provost for International Affairs

Presented to

Félix Matos Rodríguez

President of Queens College

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**FORWARD AND EXECUTIVE SUMMARY**

[Introductory remarks to be written]

The **Goals** of the Strategic Plan for Internationalization are discussed in Section 2 and summarized below. The first four are from the College’s 2015-2020 Strategic Plan.

Increase by 10% a year for four years, the number of:

a. students having an international experience (from 150 to 210).

b. international students, i.e. students on F1 visas, on our campus (from

600 to 840).

c. international scholars, i.e. scholars on J1visas, on campus (from 100 to

140).

d. faculty and staff engaged internationally through presentations or

exchanges (from 200 to 290).

Additionally:

e. Increase the number of alumni who participate in college-sponsored

opportunities for educational travel (currently about a dozen).

f. Increase donations from this group (currently not recorded but included in

Outcome 11 of the 2015-2020 Strategic Plan).

g. Measure the degree to which individuals have a greater awareness and

appreciation of their own international character and cultural diversity.

**Initiatives** discussed and recommended in Section 3 of the Strategic Plan for Internationalization are summarized below. Decisions have to be made by the president and senior leadership about where and how we can move forward.

3.1 Organizational

3.1.1 Commit to administrative oversight of international education at

the level of at least an Assistant Vice President or Dean.

3.1.2 Create a fully integrated international “hub” where all offices related to International Affairs are located.

3.2 Curricular

3.2.1 Establish Global Learning Goals.

3.2.2 Create a Global Studies Certificate and/or Minor.

3.2.3 Create new courses/programs focused on Global Queens.

3.2.4 Developing programs to professionalize the language skills of heritage speakers.

3.3 Research

3.3.1 Increase resources for internationally-based research.

3.3.2 Establish a central resource for information on mentoring/hosting

international students and scholars (see 3.1.2 above)

3.4 Recruitment

3.4.1 Establish a partnership with Navitas.

3.4.2 Establish joint degrees with two Chinese universities.

3.4.3 Recruit students from the English Language Institute.

3.4.4 Develop and implement a marketing and communications strategy

focused on an international audience.

3.5 Alumni

Develop outreach that is specifically linked to alumni engagement with

and an interest in international affairs.

Finally, we need to **assess** the self-awareness and perceived value of international engagement. Three methods are discussed in Section 4.

4.1 National Survey of Student Engagement (NSSE)

4.2 “Success on the World Stage”

4.3 Intercultural Diversity Inventory (IDI)

[Acknowledgments to be written]

**1. INTRODUCTION**

**1.1 Who we are**

The City University of New York (CUNY) is made up of twenty-four institutions located throughout New York City, which together teach more than a quarter of a million degree-seeking students. Within CUNY, Queens College is one of eleven “senior” colleges, that is an institution offering bachelor’s and master’s level degrees. A majority of the 612 faculty at Queens College are affiliated with doctoral programs taught at the CUNY Graduate Center.

Queens College is itself a traditional liberal arts college that also includes strong programs in the fine and performing arts and in teacher education. It is located in the Borough of Queens in Flushing, NY. Also known as “The World’s Borough,” Queens is characterized by ever-changing immigrant populations and is the most international county in the United States. Flushing in particular is home to New York City’s largest Chinatown. The 19,000 students at Queens College speak approximately 90 native languages and identify with over 150 countries. Nearly 50% are born outside of the United States, and nearly 40% are the first in their families to go to college. The top majors at Queens College are accounting, psychology, sociology, economics, and early childhood education.

In short, students at Queens College represent the world, but they tend to be focused on the practical goal of making a better life for themselves and their families.

**1.2 Where does internationalization fit?**

As part of the ACE Internationalization Lab, the Queens College Office of Global Education Initiatives conducted a Global Learning and Engagement Survey. This was sent to several thousand alumni, staff, full- and part-time faculty, full- and part-time students. We received 640 voluntary responses, half of whom were alumni. This last fact, which we return to in Section 3.5, is itself interesting as it reveals the engagement of our alumni with the issue of globalization.

A report on the survey is found in Appendix A. The report concludes, “…students, alumni, and staff overwhelmingly agree that global learning and internationalization on the Queens College campus is vital to a wholesome higher education experience and to future employability.” While this is true, it is tempered by a degree of fiscal reality. 91% of survey respondents agreed that “Global learning is an important element of the educational process” (highest percentage), but only 59% of respondents agreed that “More resources should be devoted to promoting global student learning and engagement off campus” (lowest percentage).

Similarly, “To weave campus, community, and global connections” is one of four goals in the College’s 2015-2020 Strategic Plan (Appendix B), and the College has set a number of specific targets with regards to the number of students, faculty, and staff having international experiences. That being said, Queens College is a publically funded institution with chronically limited resources. To the degree that we have funds we can choose to spend, it is fair to say that the College is much more likely to direct its resources to, to name three, enrollment management, student advisement, or even website maintenance.

In other words, globalization is unreservedly considered a positive and necessary component of a Queens College education, but evidence of the larger world is also ubiquitous on our campus. There are many who believe that we already *are* a global community, and, rather than invest in the creation of additional resources, they ask if there are ways we can use the resources we already have more effectively.

The Strategic Plan for Internationalization has been developed against this somewhat contradictory background. While our campus and our community are global in nature, it is less clear that our community fully appreciates what that means, and we have asked ourselves, to what degree do the individuals in our community interact with and value the global character of their immediate environment?

**1.3 How did our process work?**

In developing this plan, we considered the needs and interests of each of our major constituencies, that is, students, faculty, staff, and alumni. Separate committees of faculty and staff considered the areas of (i) Curriculum, (ii) Research, and (iii) Marketing and Recruitment, developing lists of specific innovations and suggestions for change. (Their membership is listed in Appendix D, and the final reports of the Curriculum Committee and the Marketing and Recruitment Committee are found in Appendices E and F, respectively.) In addition to using data provided by the Office of Institutional Research and by the Office of International Students and Scholars, the work of the Curriculum Committee was informed by a Global Learning and Engagement Survey (Appendix A), while the work of the Research Committee was informed by a Survey on International Research (Appendix C). Finally, the co-leaders of the ACE Internationalization Lab (Provost Elizabeth Hendrey and Dean William McClure) kept the president and senior leadership of the College apprised throughout the process. It goes without saying that we also took full advantage of the opportunities and resources provided to us by the American Council on Education in Washington DC.

**2. GOALS**

The adopted and agreed upon internationalization goals for the College are listed under Outcome 6 in the 2015-2020 Strategic Plan. As noted already, “To weave campus, community, and global connections” is one of the College’s four major goals. Under the rubric of this goal, the plan calls specifically for the expansion of the College’s “international presence and interactions.” The success of this initiative is measured by the following metrics (all from Outcome 6 of the 2015-2020 Strategic Plan):

Increase by 10% a year for four years, the number of:

a. students having an international experience (from 150 to 210).

b. international students, i.e. students on F1 visas, on our campus (from

600 to 840).

c. international scholars, i.e. scholars on J1visas, on campus (from 100 to

140).

d. faculty and staff engaged internationally through presentations or

exchanges (from 200 to 290).

Additionally, for the purposes of the Strategic Plan for Internationalization we would add the following metrics with regards to alumni:

e. Increase the number of alumni who participate in college-sponsored

opportunities for educational travel (currently about a dozen).

f. Increase donations from this group (currently not recorded but included in

Outcome 11 of the 2015-2020 Strategic Plan).

Finally, while the Strategic Plan characterizes success in terms of numbers, we are interested as well in the quality of the experiences and the degree to which members of the community are aware of their global interactions and appreciate their value. We therefore add the following final, albeit qualitative, metric.

g. Individuals have a greater awareness and appreciation of their own

international character and cultural diversity.

Initiatives to further these objectives are described in Section 3 below, while ways to measure awareness and appreciation are described in Section 4.

**3. INITIATIVES FOR IMPLEMENTATION**

Each of the initiatives for implementation described in this section has been conceptualized and considered in light of the need to meet the numerical goals described in Section 2. In developing our initiatives, we have considered the following broad questions:

1. How can we increase interactions between members of our community and the larger world?
2. How can we assess the impact of these interactions (and by doing so determine how to improve their quality)?

3. How can we do this without a lot of additional resources?

We recognize that our initiatives are relatable to each other and most of them can be linked to more than one numerical goal. That being said, for expository purposes we have divided them into five general categories: Organizational, Curricular, Research, Recruitment, Alumni.

**3.1 Organizational**

We recommend the following specific organizational changes be put into place. (Please note that a number of the initiatives described here have already begun. Throughout this discussion, steps towards implementation that are underway or have occurred are described in footnotes.)

3.1.1 Governance

The College should commit to administrative oversight of international education at the level of at least an Assistant Vice President or Dean. The office with this responsibility should continue to be housed under the Vice President for Academic Affairs, i.e. the Provost.[[1]](#footnote-1)

3.1.2 An international “hub”

The College has at least three offices with oversight over particular components of international education: Study Abroad, International Students and Scholars, and Global Education Initiatives. The first of these is responsible for all facets of incoming and outgoing international study, that is, short- and long-term study abroad. The second handles visas and other legal matters for international students and scholars on our campus. The third works with faculty on a broad range of curricular initiatives and programmatic developments. These three offices have only recently been moved to a single location, an international hub, and their integration is an on-going process.

1. These offices with responsibility for International Affairs should be an integrated whole with a single phone number and a single website address, allowing anyone with a question about “something international” to be directed correctly and efficiently.
2. The division of labor among these offices should be reconsidered to reduce redundancy and to fill in missing services. The Survey on International Research revealed a great deal of confusion with regards to several issues. For example, who is in charge of visas for full-time faculty? The (unintuitive) answer is the Office of the General Counsel and Special Counsel for Labor/Management Relations. Moving forward, the first port of call should be International Affairs with further specific direction to the Office of International Students and Scholars. (The paperwork will still be filed by the Office of the General Counsel, but the ISS will serve as the liaison.) Similarly, there is no single office with responsibility for hosting short- or long-term international visitors or for providing practical advice on issues such as housing to an international visitor (the number one inquiry with respect to hosting foreign scholars). Moving forward this will all be the responsibility of Global Education Initiatives (as most international visitors are linked to a faculty member through shared research or pedagogical interests).[[2]](#footnote-2)
3. As important as it is for students and faculty to learn about the new international hub, it is equally important for the College’s administrative offices to understand its role as well. In particular, the administrative staff in International Affairs should have good working relationships with and an understanding of all relevant areas of Enrollment Management, Student Affairs (including the management of the Summit, our 500-bed campus residence hall), and the various faculty committees that oversee the Curriculum.

**3.2 Curricular**

3.2.1 Global learning goals

We believe that a set of global learning goals should be proposed for possible adoption by the faculty of the College. Minimally, a set of global learning goals must be incorporated into the design of the Global Studies Certificate and/or Minor described in the next point. To begin this conversation, we propose the following:

1. Knowledge

• Students gain discipline specific knowledge of global issues, processes,

trends, and systems.

• Students demonstrate knowledge of their own culture as well as the

culture of others.

1. Skills

• Students can successfully navigate cultural and linguistic differences.

• Students are engaged in global issues, and play an active role as leaders

on campus, in their communities, and beyond.

1. Disposition

• Students gain greater awareness of their own cultural identity and place

in the world.

• Students gain an understanding of social responsibility and what it

means to serve others.

3.2.2 Global Studies Certificate and/or Minor

We recommend the creation of a Global Studies Certificate and/or Minor. Under the auspices of the Office of Global Education Initiatives, this program can serve as the locus for a number of curricular innovations and efforts.

1. The Global Studies minor will integrate international studies, language acquisition, and intercultural competence into the existing curriculum of a given student’s degree program.
2. A Faculty Steering Committee will be responsible for the organization, implementation, and regulation of the program. The program will therefore serve as a locus for creative curricular development as well as supporting faculty research and development in the area of Global Studies. It may also motivate faculty to adopt innovative teaching methodologies, e.g. Collaborative Online International Learning (COIL) methods.
3. The Faculty Steering Committee should be responsible for developing a set of global learning goals for the program (see point 1 above).
4. The creation of a Global Studies Minor is aligned with the college’s goal of “[preparing] students to become leading citizens of an increasingly global society” (from the College’s Mission Statement). It will also encourage and enable more students to have international experiences, including but not limited to study abroad.[[3]](#footnote-3)

3.2.3 Global CUNY, Global Queens

The City University of New York is committed to developing relationships with people and institutions in other countries. It is likewise committed to developing relationships with the multitude of international communities and opportunities within the City of New York. To this end, the College should continue its efforts to develop innovative programs of study focused on our local immigrant communities, what we have been calling “Global in the Local.” These programs can range from full academic degrees under the auspices of college departments (e.g. ELL, HLL, etc.) or organizations (i.e. Center for Racial and Religious Understanding (CERRU), Asian/American Center, Center for Jewish Studies, etc.) to non-credit short courses taught during the winter or summer (e.g. “The Arts in New York City,” which could be taught in English or in some other language depending on the student audience). We recommend the creation or enhancement of a significant number of programs/offerings that connect our students to international communities and opportunities in New York City.[[4]](#footnote-4)

3.2.4 Heritage language learners

While we often cite statistics about the number of languages spoken on our campus, we do very little to engage those speakers with their languages. Queens College is a founding member of the Institute for Language Education in a Transcultural Context (or ILETC, physically located in the CUNY Graduate Center). The Institute houses the Center for Integrated Language Communities (CILC) which is a National Language Resource Center focused on language education in the community college context, heritage learners, and the use of educational technology to foster international connections. A number of faculty at Queens College are engaged in research projects sponsored by ILETC, particular with regards to heritage language instruction in Chinese, Korean, and Spanish. This research should be encouraged and supported. Moreover, the College should consider developing formal programs designed to professionalize the language skills of our large number of heritage speakers. Models exist for programs related to management and business, computer science and technology, even the arts and education.

**3.3 Research**

The Survey on International Research (Appendix C) was sent to over 300 full-time members of the faculty (roughly 50% of the faculty), over 100 of whom responded. From the results of this survey we can see that upwards of 90% of our faculty interact with the international community of scholars—principally by attending international conferences in the US and abroad. Roughly 50% of the respondents claimed to be fluent in a language other than English, and 30% have had formal graduate education abroad. As discussed in the introduction, for a large percentage of the faculty, international interactions and experiences are the norm.

Asked about hosting international scholars, supervising international graduate students, or developing international research collaborations, the vast majority of responses focus on (i) a need for more resources and (ii) a need for more practical information and support, i.e. information on visas, etc. Information on housing was identified as a particularly important issue.

While we make a general statement about resources in Section 5 below, the general results of our survey indicate that if more resources were available to support international research or collaboration, more would be done, and that no other special incentives would be needed. This support could be direct, e.g., for international travel, but it could be indirect as well, e.g., in the form of support for writing grants. It is less clear that anything can be done to increase international research collaboration if more resources are not made available. For example, the College could direct what support does exist to emphasize international travel over domestic, but such a shift seems unlikely. We also asked specifically if the College should give special consideration to international collaboration or reputation at tenure and/or promotion. There was little evidence in our survey results to indicate that international collaboration or reputation should be given “extra” weight in considering decisions about tenure or promotion. It was noted that CUNY guidelines for promotion to Professor already refer to the existence of an “international” reputation. That is, evidence of an international reputation is already expected; it does not need to be given more weight than it already is.

The reorganization of the International Affairs offices (discussed in Section 3.1) is meant in part to address the need for more practical information and support. To reiterate, it turns out, no one is responsible for the practical welfare or even for providing information to help with the practical welfare of international scholars on our campus.[[5]](#footnote-5) As part of the reorganization, the question of who is responsible for advising and guiding international students and scholars (or their hosts, advisors, or mentors) on the practical issues of living and studying in the United States must be answered and the answer clearly conveyed to the entire college community.

**3.4 Recruitment**

Currently there are roughly 600 international (F1 visa) students on our campus, approximately 3% of the student body. The vast majority of these students transfer from community colleges within CUNY, and they come predominately from China (26%), Korea (18%), India (4%), followed by Canada and Brazil. 65% are enrolled in undergraduate programs, and the most popular areas of study are computer science, music, and accounting.

The initiatives described here are linked to increasing the number of international students on the Queens College campus. Currently, there are no dedicated recruitment or marketing activities aimed at attracting international students.

3.4.1 Navitas

To address the absence of dedicated marketing as well as the limited resources for support, we recommend that the College establish a partnership with Navitas (or some other appropriate organization). Navitas (www.navitas.com) is an Australian company with locations throughout the world. They recruit and place eligible students into Navitas programs located on campuses throughout the English-speaking world. These programs are designed to introduce international students to the life and culture of, in our case, an American university. Students take a mixture of credit and non-credit courses in preparation for regular matriculation as sophomores or first-year graduate students. As part of this program, Navitas also provides a range of supplemental activities and instruction to ensure long-term student success. That is, they make it possible for an international student to come to Queens College, and they then provide a range of on-site support services and tutoring for that student during their time in the US to assure their academic success.[[6]](#footnote-6)

In considering the proposals in points 2 and 3 below, the College must consider the kind of support that these students will require to ensure their academic success as well.

4.3.2 Joint degrees

While Queens College has formal links to twenty-five universities on five continents, a majority of our agreements are focused on short-term student exchange, that is, courses offered during the winter or summer sessions. Enrollments in these short courses average about 150 students a year. Moreover, while the number of Queens College students traveling abroad or the number of international students studying on our campus for at least a semester is increasing, the overall number is still quite small (less than 25 a year). The most active of the longer study abroad programs are with universities in East Asia—China, Japan, and Korea. Of these three, Chinese universities have been the most aggressive about pursuing formal joint degrees with Queens College, so-called 2+2 or 3+2 programs. In such programs, Chinese students spend a portion of their academic careers on their Chinese campus and a portion on the Queens College campus. In a 2+2, they graduate with both an American and a Chinese undergraduate degree. In a 3+2, they graduate with a Chinese undergraduate degree and an American master’s degree.

We recommend that the College develop at least two joint degrees with Chinese universities. If successful, the models developed should be used to establish joint degrees with other universities as well.[[7]](#footnote-7)

3.4.3 English Language Institute

Queens College has one of the oldest English as a Second Language programs in the United States, with current annual enrollments of well over a thousand students a year. From internal surveys, the ELI knows that many of these students aspire to attend Queens College, but the College currently makes no effort to recruit these students or even prepare them to attend any CUNY campus. (The majority of ELI attendees who do manage to become regular students in the US begin their study at community colleges.)

We recommend that the College develop a program to prepare interested ELI students for academic study in the US, whether at Queens College or at some other institution.

3.4.4 Marketing

We recommend that Queens College develop and implement a marketing and communications strategy focused on (i) our high quality academic programs, (ii) our safe, diverse and collegial learning environment, (iii) our affordability, and (iv) our location in New York City. The goal would be to promote Queens College as an attractive choice for international students, both domestic and abroad, with the focus on particular programs. If resources allow, we recommend the development of a staff position dedicated to international recruitment.

**3.5 Alumni**

As part of the ACE Internationalization Lab, the Queens College Office of Global Education Initiatives conducted a Global Learning and Engagement Survey. This was sent to several thousand alumni, staff, full- and part-time faculty, full- and part-time students. We received 640 voluntary responses, half of whom were alumni. The engagement on the part of alumni was a surprise.

We recommend that the College’s Office of Institutional Advancement and Alumni Relations develop outreach that is specifically linked to this engagement. The most prominent recent examples of such an effort are College-led study tours to, amongst other countries, China, Turkey, Morocco, and South Africa. This program could be continued (a possible trip to Korea and Japan is currently being considered by the Office of the Provost—to correspond to the upcoming Year of Korea) or new programs developed. Other programs have brought alumni to campus for specific events including notable speakers (Orhan Pamuk in 2011), art exhibits (“Reforming the Image in Northern Europe in the Dutch Golden Age” in 2013), and concerts (Hugh Masekala in 2014).

**4. QUALITATIVE ASSESSMENT**

As discussed in Section 2, the 2015-2010 Strategic Plan of the College characterizes success at internationalization in terms of numbers, that is, the number of students having international experiences or the number of foreign scholars visiting our campus. In the context of the Strategic Plan for Internationalization we are interested as well in the quality of the various interactions and the degree to which members of the community are aware of their global interactions and appreciate their value. To that end, we recommend that attention is paid to the following three measures as well.

4.1 National Survey of Student Engagement (NSSE)

The NSSE is administered to our students on a regular basis, most recently in 2014 (see Appendix G). While we recognize the limits of such surveys, we believe that certain questions provide perspective on our students’ awareness of their international character and cultural diversity. In particular:

Reflective & Integrative Learning

2c. Included diverse perspectives (political, religious, racial/ethnic, gender,

etc.) in course discussions and assignments.

2e. Tried to better understand someone else’s views by imagining how an

issue looks from his or her perspective.

Discussions with Diverse Others

8a. People from a race or ethnicity other than your own.

8b. People from an economic background other than your own.

8c. People with religious beliefs other than your own.

8d. People with political views other than your own.

When comparing freshman with seniors, the 2014 Queens College survey reveals a decrease in the Reflective & Integrative Learning averages (in direct opposition to the changes in all of our comparison classes). When comparing freshman with seniors, the 2014 survey reveals an increase in the Discussions with Diverse Others averages, particularly for 8a and 8c.

While any link between our internationalization efforts and these averages is surely indirect, our recommendation is that these scores be monitored and reviewed for how they reflect on students’ appreciation and awareness of their own diversity.

4.2 “Success on the World Stage”

As part of Queens College’s efforts to increase diversity on campus, and with the generous funding of the Andrew W Mellon Foundation, we have created a new program of research fellowships. These are aimed at junior faculty working on the broader issue of diversity. In the first round of awards, twelve proposals were funded. “Success on the World Stage: Measuring the Impact of Internationalization on Queens College’s Minority Immigrant Students and Alumni” is a team project that will address in a qualitative fashion the impact of internationalization on minority students and alumni. Citing the National Association of Foreign Student Advisors (NAFSA), the proposal states, “…internationalization is defined as ‘the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education.” The proposal will “test the hypothesis that an internationalized experience at QC will increase success for minority immigrant students.” The research will focus on the experience of students and alumni who migrated to the US before they began college. It will “assess the level and depth of the internationalized experience, how this experience led to success, and how far alumni have excelled.”

While this project is just beginning, its outcomes relate directly to the value of an internationalized education.

4.3 Intercultural Diversity Inventory (IDI)

The Intercultural Diversity Inventory (https://idiinventory.com) is designed to assess intercultural competence, that is, the capability to shift cultural perspectives and appropriately adapt behavior to cultural differences and commonalities. Intercultural competence has been identified as a critical capability in a number of studies focusing on overseas effectiveness of international travelers, international business adaptation and job performance, international student adjustment, and inter-ethnic relations within nations. The IDI is a 50-item questionnaire available on-line that can be completed in under twenty minutes.

To enhance the study abroad experience, we recommend that the College consider investing in IDI training for faculty and staff who design and teach study abroad courses.

**5. CONCLUSION**

[To be written

Summary

Statement on resources]

APPENDIX A

Global Learning and Engagement Survey

APPENDIX B

2015-2010 Strategic plan

APPENDIX C

Survey of International Research

APPENDIX D

Committee membership

APPENDIX E

Curriculum Committee Report

APPENDIX F

Marketing and Recruitment Committee Report

APPENDIX G

2014 National Survey of Student Engagement

1. The College created the position of Special Assistant to the Provost for International Affairs in August of 2015; the position is currently occupied by the Dean of Arts and Humanities. [↑](#footnote-ref-1)
2. The three offices listed above were moved to the second floor of King Hall during the summer of 2015. A successful CUNY Performance Enhancement Grant of $177,000 is enabling renovations in that space, which will include a new International Welcome Center. Working with the Special Assistant to the Provost, the responsibilities of the three offices are being reviewed and reconsidered, and a new common website is under development. Two further organizational changes are being planned. First, it is expected that the English Language Institute will be moved under the oversight of the Special Assistant, although it will not move physically into King Hall. Second, assuming a successful outcome with the ongoing negotiations with Navitas (see Section 3.4), it is expected that Navitas will occupy offices on the second floor of King Hall as well. [↑](#footnote-ref-2)
3. A proposal for a Global Studies Certificate and/or Minor is currently being considered by the College’s Undergraduate Curriculum Committee. If all goes well, the Faculty Steering Committee can be convened and the program can begin to be offered in the fall of 2016. [↑](#footnote-ref-3)
4. There has been a lot of discussion in this area, but very little has actually reached fruition. [↑](#footnote-ref-4)
5. In contrast, Study Abroad looks after exchange and short-term international undergraduates. To be fair, due to financial constraints, there are limits to how well Queens College can look after any of its students, and our resources for advising and counseling, for example, are severely stretched. It is therefore not clear that international students and scholars are treated any less well than our domestic students and faculty. That being said, please refer to the discussion of Navitas in 3.4 for further information. [↑](#footnote-ref-5)
6. Queens College is currently in negotiations with Navitas to put such a partnership into place. Thanks to a CUNY Performance Enhancement Grant of $177,000, Queens College administration and faculty are visiting Navitas campuses in North America to see operations first hand. An appropriate curriculum is being developed, and space for Navitas offices is being refurbished. The goal is to have a partnership in place and Navitas-sponsored students on our campus by the fall of 2017. [↑](#footnote-ref-6)
7. A delegation of Queens College faculty and administration made an official trip to China and Japan this past January (the third such trip in the last five years). The larger goal of the trip was to introduce our new president (Félix Matos Rodríguez has been president since the fall of 2014) to our main academic partners in China and Japan. Based on discussions and meeting during the visit, it was determined that we would move forward to develop joint degrees with the University of Shanghai for Science and Technology (Business/Economics) and Shanghai Institute of Visual Arts/De Tao (Dance). A committee chaired by Helen Gaudette has been established to work out the curricular details of an agreement with USST. The main stumbling blocks are Queens College General Education requirements, specifically requirements in writing. [↑](#footnote-ref-7)