

"Enhancing Scholarship Through Global Activity"

Report of the International Education Working Group
(INTWG)
Graduate School and Professional Programs

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Gallaudet University
Washington, D.C.

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Introduction

In November, 2001 an International Education Working Group (INTWG) was convened by Thomas Allen, Dean of Graduate School and Professional Programs at Gallaudet University. The eleven faculty and staff working group members were drawn from ten different departments and units mostly from the Academic Affairs division. The Admissions Office and Laurent Clerc National Deaf Education Center were also represented. The chosen individuals have a history of leadership in the international arena on campus, and are still actively involved. The charge given to them was to "review international activity on campus and to propose how Gallaudet University might better coordinate and serve its international efforts." The rationale for the study was clear. With a faculty and student body drawn from more than 50 countries, Gallaudet is a community whose diversity springs from its intrinsic connections to the world. This unique institution is looked to for leadership by deaf people in many societies, and the members of the Gallaudet community have long been actively involved in scholarship and service around the world.

Surprisingly a comprehensive study of "international activity" at this university has never been undertaken. After spending months collecting information from all corners of the university we began to understand the reason. It is a huge and complex task. Many people on this campus are committed to a vision of Gallaudet as an intellectual center that draws its vitality from around the world. Their efforts are integrated into so many facets of campus life, that one can leave no stone unturned if one wishes to do a comprehensive study of "international" aspects at Gallaudet. We found faculty members "internationalizing" their curriculum and organizing study trips to other nations; units striving to help international students gain full access to academic life; and individuals working to exchange knowledge and skills with people living in other nations.

Per the scope of work we collected information about:

- 1) All international activities of the university based on campus and occurring overseas.
- 2) Expressed needs and feedback of participants in international programs, incl. students.
- 3) Pertinent legislation, policy, and administrative documents.
- 4) University's level of commitment and resource allocation.
- 5) External factors (impact of political imbroglio, economic downturn, immigration reform).

We conducted interviews with dozens of faculty, students and staff members, including both organizers and "consumers" of international activities. Standardized information was collected about the purpose, strategic objectives, tasks, beneficiaries, and problems of each activity. (A copy of the data form is shown in the Appendix.) The general findings and recommendations are

¹ Letter by Thomas Allen, Dean, Graduate School and Professional Programs, 10/3/2001.

reported under five headings, as listed on page nine. All of the data collected is available in the Graduate School and is available for further analysis.

It was made clear to us from the outset that there is little hope of a substantial increase in resources in the international arena. Dean Allen's initial letter stated: "Gallaudet has many international programs and initiatives, and it welcomes a large number of international students each year to its campus. But ... available resources for international students and activities are limited, in part because of federal laws restricting international activities and the recruitment of international students." Accordingly, we were asked to consider "the parameters governing GU's international activities, mechanisms for reviewing and authorizing projects, ideas for streamlining services to students from other countries, safety precautions, and avenues of leveraging external and internal resources."

The working group energetically debated about what would be both useful to the practitioners and acceptable to the administration. Then we set ourselves a practical course of looking for ways to achieve maximum benefits from our limited international resources. Many of our recommendations call for more selectivity in what we tackle, a re-orientation of support to serve Gallaudet's academic mission, and improved coordination of our existing resources. We were particularly aware of the need for creative solutions in activities that appear to be marginal to our instructional mission. A prime example is technical cooperation with deaf communities in other nations. While Strategic Objective 2.2 calls for outreach to international scholars and organizations that serve deaf people in other countries, such endeavors are problematic at this busy, focused academy. Our recommendation is to enhance our existing overseas academic programs by adding a "community service" component entailing mutually beneficial partnerships between GU departments and deaf communities in other nations. We consider most of our recommendations to both pragmatic and sustainable within the "academic envelope."

We have recommended allocation of more resources only where it is essential to maintaining a professional standard in an activity of prime importance to the university. These areas entail academic quality, safety, and equity of access to services for all students. For example, in the case of the Center for Global Education, we recommend an increase of one staff person in order to help ensure that our students and faculty have safe and well-planned learning experiences overseas. We strongly believe that judicious inputs of additional resources are justified in order to professionalize and improve key programs.

At first glance our "grounded" approach may appear to make it difficult to arrive at 'big picture' decisions about "appropriate priorities" in the international arena. A group that comprises key participants in the very activities they are studying will be unwilling to propose that one activity is more or less valuable than another. But we assert that the assessment of value must rest upon clear understanding of the purpose and the nature of the work being conducted. Above all, this report offers that kind of insight. We have spent

hundreds of hours speaking to members of the community about the five "international domains" on campus. Their purposeful activities have been devised in response to real problems. Foreign nationals enrich our community but also create a need for staff members who can help them get an effective academic experience. Faculty members and students in many fields are inevitably drawn to comparisons with and explorations of other societies, thus obligating us to help ensure their safe and rewarding experience while traveling overseas. Assuming that each international activity must be understood in its own terms, much of our work has been to understand and describe what is happening. This exploratory, descriptive approach is a necessary first step for the university in judging the value of these varied enterprises.

Given Gallaudet's commitment to a diverse community on campus and its unique status in the world, a wide array of activities with an international angle is inevitable-and desirable. Gallaudet University, with its own genesis due in part to the efforts of a Deaf French man, Laurent Clerc, has become a key institution for a deaf minority that has long been disadvantaged relative to others in the society. Gallaudet is both an American and a world institution. We find that global studies and activities legitimately fit within this academy's mandate for teaching, scholarship, and service, or meet an obligation of providing equitable support to all students. Finding ways to intertwine our scholarship with a pan-human perspective and a commitment to raising opportunity for deaf people worldwide is a noble aim, and one befitting the legacy of this unique university.

Part 1: Support programs and services for international students and professionals

At the univ_ers_ity_ca_mgu_s_

Degree-seeking students

Non-degree seekers (on internships and exchanges)

At o_th_eerr_a_filia_t_ed__c_amp_us_e_s__o_r_vi_a Internet

People at Gallaudet University Regional Centers

Individuals taking on-line courses and distance education

Summary

Note: This section does not cover issues related to academics or curriculum for international students and visiting professionals at the English Language Institute (ELI), The Center for Global Education (CGE), and departments. See Part 2 entitled "International Academic Activities On Campus."

In Part 1 we address the support programs and services needed by foreign nationals so that they can effectively carry out their program of study while at Gallaudet. In many aspects, international students and visiting professionals are able to effectively avail themselves of regular programs and services for Gallaudet students. We do not address such non-problematic topics in this report; if a topic does not appear here the reader can assume it is because we found no need for special services for international students per se.

Individuals we label as "international students" at Gallaudet fall into two visa categories:

- (a) F-1 visa holders are individuals who are typically enrolled for periods of a year or longer and are seeking a degree or language training. They are enrolled in the English Language Institute, or as matriculated undergraduate or graduate students.
- (b) J-1 visa holders study at Gallaudet for periods from one week to one year in a non-degree program, such as International Internship Program, Fulbright, Global Visitors, Exchange program, Visiting Scholars and so on. Many of these programs are administered by the Center for Global Education.

We found that international students require special attention in six areas, as follows:

Recruitment/Admissions

To assist international students by processing their application, provide testing, provide web site information, and evaluate their transcript to determine which program best fits their needs.

Financial support

Advisement is provided for applicants and students regarding funding sources and sponsors, scholarship applications are processed and letters of support are written. Ongoing contact with sponsors is often required.

Housing

Orientation- Cultural Adaptation-Social Support-Retention Services

Provides orientation programs, workshops, social activities, and international student counseling to help international students with cultural adaptation. May include orientation for faculty and staff on cross-cultural matters.

Visas/ Documentation

Advisement for applicants and students regarding immigration law and requirements; processing and evaluation of financial and other visa documentation; communication with sponsors, government agencies, and other legal authorities.

SEVIS tracking of international students and visitors

SEVIS (Student and Exchange Visitor Information System) is an automated system of the federal government that will be implemented as of January, 2003. It is the reengineered student and exchange visitor (F, M, & J visa categories) process designed to convert a manual, paper-driven process to an automated one to collect, maintain, and track information relative to international students and exchange visitors. It is designed to improve data collection and reporting, to facilitate compliance with regulations, monitor school and exchange programs, and provides customer service.

The recommendations are based on a great deal of data collected about current programs and services around campus. For a "snapshot" of the current situation, see the three-page table entitled "Breakdown by Tasks and Unit- Current Situation" later in this part. We found significant fragmentation, duplication and gaps of service. The situation has led to dissatisfaction among some international students who feel confused and unsupported. INTWG conducted interviews with students who are members of the International Students Club and incorporated their input into this report. The situation also creates additional burden for units within Academic Affairs, namely, the English Language Institute (ELI), the Center for Global Education (CGE), CLAST, and GSPP. The recommendations below are intended to help streamline administration and increase flow of information.

Recommendations

The following recommendations are pertinent to support programs and services for international students and professionals. In brackets we show the unit that should implement the recommendation.

Recruitment/Admissions

- 1.1 Improve information available to prospective international applicants on University web site. Provide centralized and integrated information about all program opportunities for international applicants. Develop on-line application capability. Provide accessible, on-line feedback to applicants as to their status of application in each program.
- 1.2 Move admissions responsibilities for ELI to Admissions Office (OES, ELI).

- 1.3 Resolve legal and definitional issues related to part time and special student status for international students. In addition, the university needs to revisit and clarify which students are to be accounted for in the international cap. This includes people in other nations who take online courses.

Financial Support

- 1.4 Increase financial support for international applicants and students. Identify potential scholarships and sponsors in U.S. and in applicants' home countries (FA). Post identified sources on WWW page, in English and translated into most common foreign languages (PR). Financial Aids convenes annually in October a group consisting of representatives from Admissions, Student Accounts, Grad School, ELI, CGE, and CLAST to review financial support procedures, sources and levels obtained for international applicants and students. Develop transparent guidelines for awarding Sasakawa, WDL, and other scholarship funds. Give emphasis to students from developing nations with support granted in part to assist them to become effective and well-employed upon return to their homeland.

Orientation

- 1.5 Coordinate and/or integrate new student orientation programs for international students entering undergraduate programs, graduate programs, ELI, and CGE (NSO, CLAST, GASP, ELI, CGE, ISO). Utilize ISO members in orientation programs as volunteers helping new students adjust to campus culture (NSO, ISO). Reduce INSO for Canadian students, whose culture is similar to that of the U.S. (NSO).
- 1.6 Develop and offer new student orientation activities for international students throughout their first semester of study (NSO, CLAST, GASP, ELI, CGE). Provide social activities and workshops to foster cultural adjustment and provide legal/ regulatory information (NSO, ISO, ISA). Identify person or office on campus that can assist international students to understand and adapt to American, Deaf, and campus cultures on a continuing basis. Identify international student lounge.
- 1.7 Increase campus awareness of issues confronting international students at the University. Provide information via email, WWW, and/or campus publications about notable international students on campus, services offered, etc (PR, ISA, Admissions). Provide campus events to celebrate International Education Week (ISA, ISO, ELI, CGE, CLAST, GASP).

Housing

- 1.8 Provide optional housing for international students during Winter Break. Permit international students living on campus to rent a room

during Winter Break, or establish and monitor a process for international students to obtain affordable short term housing off campus (Campus Life).

Visas/Documentation

- 1.9 Centralize all visa/immigration-related documentation and services. Provide all J-1 and F-1 processing on campus through International Student Advisor, with autonomy to make decisions independently from those made for recruiting. (Because of Federal regulation, the Designated School Officer (DSO) who is authorized to sign INS forms for the student, cannot be involved in recruiting activities at the university.) Make the International Student Advisor a permanent position and provide sufficient material and secretarial support. Provide web page and regular newsletter to keep international students and programs informed of salient requirements of and changes in immigration law, regulations, and procedures. Inform academic and support program managers precisely as to what kind of information they need to collect from students and provide training as to where and how to report it.
- 1.10 Transfer the "international student advisor" (now in Admissions) to Center for Global Education. Integrate immigration services and academic support for international students and interns. This will allow sharing of office resources and staff to handle variable workload. As CGE and ELI will soon be located in the same wing of HMB, moving the International Student Advisor to that site would create a single "international service area."
(Duplicate of recommendation #6.4)

SEVIS Tracking

- 1.11 Develop and implement SEVIS-compliant data collection and reporting system. Establish SEVIS Steering Committee, to include Provost and VPAB. Establish SEVIS Working Group to include ITS and units most involved in providing and reporting required data. Working Group to review and recommend alterations in business practices of relevant units to ensure that accurate, complete data on status of international students is collected and provided. Purchase or develop software to ease collection and reporting of data.

Current situation and discussion

The tables on the next three pages provide a breakdown of tasks by activities and by unit as exists in July, 2002. This "snapshot" of the current situation shows the fragmentation and duplication in some of the services for international students.

On the other hand, we must recognize that to some degree international "problems" will occur across the board in all of our support programs, services, and academic activities. Because we aim for international students to be

integrated into campus life, both socially, academically, and administratively, we want to avoid segregation and special services for international students unless necessary. Indeed, the aim of the special programs and services is to allow them full access to the range of university activities.

We need to consider ways to help our faculty and staff better understand and deal with the unique concerns of people from other educational systems and cultures. This will require a combination of cross-cultural training and ongoing support through timely information. It also requires an extra share of tolerance and flexibility to work with people who do not share our background knowledge about the American educational system. For example, a student accounts worker may need to exercise a degree of patience and resourcefulness in working with foreign embassies that cover the expenses of a student. Advisors may need to regularly refer to written updates about changes in reporting requirements for international students, such as the necessary number of credits per semester to maintain their visa status. In short, we need to figure out easy channels of collaboration among all Gallaudet personnel who interact with international students.

All units at Gallaudet need to recognize that most international students are paying high fees to study here, and that their commitment to attend Gallaudet often represents the investment of a lifetime for them or their sponsors. Moreover the population of "international students" includes a sizable number of people who are working professionals in their own nations. Like other non-traditional students, it is suitable to adopt a responsive, consumer-oriented approach in dealing with international students. The value of collaborative and responsive exchange of information among faculty, staff, and international students is given added weight by the upcoming implementation of the federal SEVIS tracking system.

Breakdown by task and unit- Current situation

Div.	Units:	ACTIVITIES					
		Visa/ Document	Tracking	Recruit. Admissions	Housing	Orient/ Social Support	Financial Support
mc WG	Enrollment Services Admissions Office (Internatl. student advisor)	Handles "certification of status", i.e., I-20s for F-1 visas (ELI, UG, Grad) for new and current students; Proxy authority as Designated School Officer. Contact for students, sponsors, parents; studies INS laws.	The key unit responsible for SEVIS and federal reporting	Int'l application forms & processing for UG, ELI; Arrange foreign admissions testing; Provide testing; Refer applicants to ELI and Coordinate; Test ELI each semester; website info	Arranges visits by prospective students. Arranges housing, tours for int'l visitors, esp. prospective students.	Provides orientation workshops for int'l UG, Grad, ELI	Advises students, funding sources, sponsors, parents re: financial support Rarely, funds first-year foreign students, i.e., Presidential Scholars.
by a	Registrar		Report to Internatl. Student Advisor	Special proced. For evaluating interntl transfers: transcripts to World Education Services.			
	Financial Aids						Processes apps for scholarships for int'l students.
	PR/Visitors Center				Arranges housing, tours.		
v a w	Student Accounts						Contact embassies re: scholar payments
4 4	Clerc Dean	Interntl. students are not accepted at Clerc, with <u>exceptions</u>	Report to Internatl. Student Advisor	?	?	?	?
Uc QU	Regional Centers- Exemp Pgm		Report to designated officer at affiliated college				

On campus Support programs ea' services for international students & professionals

Breakdown by task and unit- Current situation

Div	Units:	ACTIVITIES					
		Visa/ Document	Tracking	Recruitment/ Admissions/	Housing	Orientation / Social <u>Support</u>	Financial Support
W Q	Orientation Programs					3-day orientation program for int'l UG & Grad	
	Campus Life				Arranges housing for int'l students and visitors	Provides housing for ELI; counselor to help students.	
a m Q	CGE	Financial certification and IAD66 for J-1 visas; keep current with laws; processes & auth. J-1 visa. (Recommended shift J-1 visas to Internacl. Student Advisor)	Report to Internacl. Student Advisor	Contacts via email, snail mail, attend conf., etc. Review transcript, etc. & determines witch program fits. Update costs info and dissemination of info.	Arranges for airport pick-up, refers housing and manages 2 int'l apts. Plans visit for dignitaries. Contact for visitor's center's int'l visitors.	Workshop during Int'l NSO. Maintain orientation manual. Regular meetings students to discuss issues.	Advises potential funding and sponsors. Write letters of support for applicants. Provides web site for assistance and advice.
P. Y O ea	Dean's Office	Send names of int'l graduate applicants to Admissions for J-1, etc.	Report to Internatl. Student Advisor				
	Depts. of Instruction				Visits to individual faculty		

On campus Support programs & services for international students & professionals

Breakdown by task and unit- Current situation

Div	Units:	ACTIVITIES					
		Visa/ Document	Tracking	Recruit/ Admissions	Housing	Orientation Social Support	Financial Support
ELI	Saturday/ Summer Programs				Arranges housing for int'l students in summer programs		
ELI	On-line courses	Cap not apply for part-timers	N/A if student not on campus				US tuition rate?
ELI	ELI	Contact sponsors; provide documents; send application forms & financial certification info to Admissions for processing; send I-20s	Report to Internad. Student Advisor	Web site; own application forms & procedures; informal recruitment;	Arrange class visits, discussions and tours for visitors and prospective students.	3-week orientation; Airport pickup; Continuous community building activities; student organization ; social activities; Student fund raising; cultural adaptation courses.	Advises students, funding sources, sponsors, parents re: financial support
	Academic Advising/ Career Center	CPT or OPT internship clearances	S				
ELI	Internat. Student Club WFD, CIESS, etc.	ISC: informal advice to int'l students already on campus				ISC social activities after orientation	

Part 2:
International academic programs and extracurricular activities on campus

- Internationalizing" the curriculum towards awareness of global diversity.
- Language training (English Language Institute)
- Courses and internships in international service.
- Internships for GU students in international organizations and businesses.
- Sponsoring of international conferences.

Summary

Like other universities throughout the United States, Gallaudet has recognized the globalization of our planet and welcomes individuals from around the world. In fact, more than 50 nations are represented among our student body and personnel. Gallaudet's recent sponsorship of Deaf Way II, which brought together thousands of people working together to resolve similar issues that exist in Deaf communities worldwide, is an excellent example of Gallaudet's global outreach. Deaf people around the globe have always looked to Gallaudet University as a beacon of hope to offer guidance and leadership in nurturing and empowering their Deaf communities overseas. In order for Gallaudet to be able to respond to our changing world, Gallaudet can adapt its curriculum to raise awareness of human diversity around the world among American students. Thanks to committed professors in numerous departments, the "internationalization" of the university's curriculum is already underway. However, given the small number of courses that satisfy the "global diversity" requirement for diversity courses, we feel additional study of faculty's views on internationalizing their curriculum.

Both a job market and a tremendous need exists for skilled Gallaudet graduates to work in human service development in developing nations. Non-profit and multi-lateral organizations now agree that the rights and betterment of disabled people are integral to their social and economic development efforts. They look to deaf people with skills in education practice and policy, language training, public health, and economic development, to provide guidelines for how to most effectively reach and assist deaf children and adults in developing nations. However, few deaf Americans have seen human service overseas as a viable career option. Both American, international, and consortium students have expressed interest in courses intended to prepare our graduates for careers in human and international service.

From those who arrive to study from overseas (and begin to learn about our way of life) we found a demand for courses that will prepare them to gain useful employment upon their return to their homelands. Too often bright and ambitious deaf people from developing nations come to Gallaudet and do not return home afterwards. This problem of "brain drain" can be attributed to a lack of opportunity for educated deaf people in their home country. Gallaudet can help reduce this problem by offering a way for foreign nationals to acquire skills they need to obtain (or to create) jobs within the human services sector in developing nations. This can be done via the courses mentioned above, and specially adapted sections of new and current courses aimed at deaf people from developing societies.

For American and international students, there are also tremendous opportunities for internships and job placements in international organizations and businesses in the Washington, D.C. area.

Recommendations

These recommendations are pertinent to international academic and extracurricular programs on campus. In brackets we show the unit that should implement the recommendation.

- 2.1 Conduct a study of the university faculty and professional staff to ascertain their interest, skill, and involvement in international activity, both inside and outside the classrooms. The data should be entered in the "database of international activity" maintained by Center or Global Education. For faculty, document the extent to which they consciously incorporate a trans-national perspective into their curriculum. Incorporate findings into the list of few "global diversity" courses now approved to satisfy the diversity requirements for undergraduates.

Academic Programs on campus

These issues are germane to the English Language Institute, and were compiled from discussions with its Director, staff, and students.

- 2.1 Review the status of the English Language Institute (ELI) and its relationship to the university. Because the ELI has been forced to be a self-supporting program, its staff is limited and seriously underpaid. Part time instructors who work by the hour often earn less than student workers in other parts of the University. Offices are located in a student dormitory, segregating ELI staff from other instructional units on campus. This makes it difficult for visitors and mail delivery. Students are often denied services provided to other students, such as NSO and tutoring.

- 2.2 Review the issue of ASL learning and class communication for international students. Separate ASL classes are needed for students who are skilled signers in their native language than for students who are non-signers. For the first few semesters at Gallaudet, students who are new to ASL need to be scheduled into classes that allow for slower sign communication.

- 2.3 Review English instructor qualification and testing procedures for English proficiency. The International Student Club notes that "instruction in the Introductory English program is inconsistent with a frequent turnover of teachers, therefore only teachers with experience and training in English as a Second Language should be permitted to teach. Make it possible for students to stay with the same teacher until they meet the condition in English." They ask for consideration of eliminating the four-semester cap for removing a condition in English since international students' childhood exposure to English is limited. As regards English proficiency testingm they note "The DRP, Degree of Reading Power, test has been developed for American students, which is unfair for international students; allow international students to take such tests as the TOEFL which are specifically designed for international students." Consider developing an ESL track that parallels the IE program, allowing undergraduate international students to take ESL courses in the English Language Institute.

2.4 Develop an inter-disciplinary International Development Certificate (DEFR). This certificate will comprise five courses and an internship with an international NGO or federal agency either in the US or overseas. Using on-line courses, traditional courses, and internships, the International Development Certificate would prepare graduate students and working professionals to work with the 54,000,000 Deaf people living in developing countries who need assistance. USAID, the World Bank, Interaction (a group of 163 NGOs based in Washington distributing over \$2 billion dollars worth of development assistance worldwide), and major international disability groups are working towards including people with disabilities in their organizations as well as reaching out to people with disabilities in developing countries. Yet, no university in the country offers courses concerning international development assistance with people with disabilities. The first course of this certificate, "Community Development with People with Disabilities in Developing Countries" will be offered online this fall. People from Israel, Romania, Hungary, Brazil, India, and people based in the US working with NGOs and other development agencies have expressed interest in this course. The World Bank, USAID, Rehabilitation International, the Hesperian Foundation, Global Deaf Connections and the World Institute on Disability are a few of the many organizations who support this International Development Certificate at Gallaudet and would consider employing Gallaudet interns. These internships could lead to employment in the field of International Development.

2.5 Develop Special Programs for students, interns, and professionals from developing nations. Current courses do not always meet the needs of students from developing countries since the curricula are taught from a first-world perspective and do not prepare the students for the unique situations that exist in their home countries. Some students' financial support lasts only one year. Many church organizations send missionaries and volunteers overseas to work with deaf communities with little, if any, training about deafness. NGO's have found themselves partnering with deaf organizations overseas and later realize how little they know about development and deafness. Gallaudet sends students to developing countries for internships with little knowledge about international/ community development. Governments and non-government organizations (NGO's) are more likely to fund short-term rather than long term programs, and are more open to prepare people who will return home to work at the grassroots level. Summer courses could fill the gaps for churches, NGO's, students/professionals from developing countries and Gallaudet students. Courses could be tailored to meet their needs through the following:

One semester course, One Year Course, or Summer School
Students could enroll in Gallaudet academic programs, but elective courses offered could include topics that professionals working in developing countries feel they need to study (Community Development, Community-Based Rehabilitation, Political Action for Disability Rights, International Conventions and Agreements, Leadership, etc....). These same courses developed for on-campus learning, would also be popular for those living off campus in the US

and overseas through the internet. These courses could also be offered during the summer in an abbreviated format for professionals who can only study during the summer.

A six-week course could be designed to fit the needs of professionals who work overseas with deaf people and have expressed interest in learning basic information, among other things: 1) how to read an audiogram (not an entire class in audiology), 2) why deafness occurs, 3) how to prevent deafness, 4) how to work with the deaf community, 5) how to work with parents of deaf children, and 6) bilingual education. These topics would be taught from a developing country worldview (e.g., deafness can occur because of unsanitary conditions, how to work with deaf communities rather than taking control of them, matching deaf adults with families with deaf children, etc ...). Deaf and hearing professionals working with deaf communities overseas are already connected to the Web and these informational courses could be tailored to meet their needs.

Enriching Academic Programs On campus.

2.6 Encourage presentations about global issues for the campus community or for specific courses. The other consortium schools offer an array of speakers from the international community through most of their departments. Gallaudet should equally encourage presentations about global issues for the campus community or for specific courses done by:

- Area business leaders with international experience or operations;
- Non-government organizations that work internationally;
- Foreign nationals working in D.C. area

2.7 Support internships and job placements in international organizations in D.C. Examples include the World Bank, Inter-American Development Agency, and non-profit agencies.

2.8 Create virtual learning opportunities with partners abroad. Individual faculty currently involved in such projects - ex. Cristina Berdichevsky of Foreign Languages, Literature, and Cultures Department.

No_n-Ai;aa_de_mic_-P-ro-g_r_ams_-On--_c_amgus

2.9 Increase support and recognition for international students and visiting professionals. Upon arrival hold an open reception inviting the campus community. During the course of the semester, invitations from the department of their focus of study to participate in department activities, observe classes, and offer opportunities for academic exchange of information. At the end of the year hold a reception in honor of graduating international students to create a strong link with Gallaudet and their home country.

On campus International academic programs and extracurricular activities

International visitors could live in residence hall (or House 100) in order to encourage open dialogue with undergraduate/graduate residents in the cafeteria, lounges, or meeting rooms. Discussion could focus on the education or social environment of their home country or on their disciplinary expertise.

Instructors could create course projects with international visitors or engage them in classroom learning activities to enrich undergraduate learners and in turn the international visitors will learn a great deal about who we are. (Develop an email system to notify faculty of anticipated int'l visitors coming to campus).

Once international students arrive on campus, for their best interests in adapting to American culture and American Deaf culture, it is important to consider their special needs. Also, American students may not be aware of the unique gifts their international classmates can bring into their lives. Gallaudet should encourage socialization amongst all students so that the diversity and quality of students here can be appreciated. Preliminary data collected by Amy Wilson in a study asking international students what services they would appreciate indicates they would like to see Gallaudet provide:

- International Student Organization at the graduate level
- Multi-cultural Student Programs collaboration with CGE to present monthly programming related to international student issues/concerns
- A place for international students and American students to socialize.
- American/International peer advocate (new international student paired with American or a seasoned international student)
- Work with alumni office to identify potential host families
- Collaboration of various departments and programs on campus to facilitate better understanding of cultural differences and awareness of international students and their culture (i.e.: Honors Program, FYS).

Part 3:

Information services for visitors and correspondents from around the world

- Reception of individuals and groups on campus.
- Coordinating visitation programs.
- Providing information and referrals in response to written queries.

Summary

Hundreds of international visitors are received at this university annually. In addition, a great deal of correspondence is received containing appeals for information or referral from people abroad who have few other sources about deafness available to them. This high volume of visitation and correspondence exceeds the resources of the few available personnel. While the Visitor Center and the Center for Global Education are most frequently impacted, other departments and units are often pulled in to assist.

Busy with other work, we sometimes fail to provide a thorough and considerate level of service to international visitors and correspondents. Sometimes this can be attributed to last minute notice given us by the visitors to-be. In any event, an impending visit by a foreign group will often start a process of "passing the buck" from unit to unit, in an effort to find an individual who is willing to assume responsibility for coordinating the visit. The Visitor Center sees its duty to principally be the provision of campus tours, especially to prospective students. Thus an international visitor who wishes for more than a campus tour is often told to handle their arrangements by making direct contact with people on campus. The Center for Global Education, with its interest and cultural expertise in handling multi-national visitors, often assumes responsibility for coordinating visits by foreign groups. This strains CGE's ability to handle its academic support functions for inbound and outbound scholars.

The recommendations are intended to enable the university to deal with the large volume of international visitors and correspondence in a responsive way by separating those with academic and non-academic purpose, and allocating demands in each of those areas to separate and appropriate units on campus.

Recommendations

The following recommendations are pertinent to information services for visitors and correspondents from around the world. In brackets we show the unit that should implement the recommendation.

3.1 Designate the Visitor Center as the sole coordinating unit for international visitors. The Visitor Center is best suited to coordinating the visits of all international visitors who come to campus for periods of less than one week, or for non-academic purposes of any duration.

3.2 Involve the Center for Global Education in coordinating visits by international visitors only when that visit has a clear academic purpose and exceeds one week's duration. This will allow CGE to focus on its academic support role, in which it provides individualized support to its caseload of inbound and outbound students, faculty, and professionals.

3.3 Designate a faculty member annually to coordinate the arrangements for important international visitors (such as dignitaries and educational and community leaders). This so-called "Gallaudet Ambassador" would work

closely with the Office of the President, the Office of the Provost, and the Visitor Center. That faculty member would have access to the university's "database on international activities" (handled by Center for Global Education), in order to prepare briefing material about the dignitaries' nation and any GU involvement in advance. (For more about the "database on international activities", see the recommendations in the Center for Global Education section.)

3.4 General correspondence from international sources should be routed to a single office on campus and be answered promptly and substantively. If it is determined to be from a distinguished correspondent (educator, deaf leader) in another nation, and this duty might be handled either by the designated "GU Ambassador" discussed above, or by the Visitor Center or in the information clearinghouse at the Clete Center. Identify a source of non-federal funds to cover the expenses of postage and possibly percentage of personnel time devoted to answering correspondence.

Part 4:

Academic programs overseas

- a) Foreign study, Internships & Exchanges for degree-seeking students in other nations
- b) Teaching, research, and professional development for GU faculty and staff abroad

Summary

Note: Also see the section on the "Center for Global Education", which is the staff unit most involved with academic programs overseas.

Each year more than fifty GU students and faculty travel abroad under the university's overseas academic programs. Using the terminology of the Center for Global Education, students have available these opportunities: Foreign Study groups, Global Internships in their major field, and Exchanges with other universities. Faculty and staff members have the opportunity to teach and do research under the auspices of grant programs. The most prominent of these, the Fulbright scholarship, is open to students, faculty, and staff.

For faculty and staff, the opportunity to teach and do research abroad is important to their professional expertise and standing in their fields. Gallaudet students also benefit from the travels of faculty members. In the end, they benefit from a curriculum suffused with fresh ideas brought back by faculty members who are invigorated by contact with scholars in other societies.

A handful of departments sponsor the overseas academic programs for students, including Education, Physical Education, and Foreign Languages, Literature and Cultures, among others. These overseas programs are increasingly popular. Reportedly, overseas academic programs make Gallaudet a more attractive choice to some prospective students and their parents. We offer a rare chance to learn about the world using sign language. Too, in today's shrinking world global understanding, multicultural sensitivity, and skills in more than one language make students more marketable. (This fits with the university's Strategic Objective SO. I: to help students to attain productive employment.)

The aim of the departments who organize overseas programs is to provide students a learning experience in context. The primary focus is academic, and most students obtain 3-12 credits towards their degree. Some do a practicum in their field. Typically, coursework precedes or is contemporaneous to the study period abroad. Cultural orientations are provided in many cases, sometimes with the input of deaf people from the nations where the study will take place.

In the case of foreign study groups and overseas internships for students, usually a faculty member or a department will initiate such a program, and assume primary responsibility for its planning and implementation. We find that these programs suffer from a lack of solid support from the university administration and the staff support units, such as the Business Services and the Center for Global Education. The success of a given overseas academic activity often relies entirely upon the perseverance and resourcefulness of a committed faculty member. One observer noted that overseas academic programs survive at Gallaudet only through "individual acts of heroism."

Besides the demoralizing effect on active faculty members, the lack of logistical support for overseas programs has two serious implications. First,

when the faculty member is saddled with logistical arrangements, he or she is unable to devote full attention to the curriculum of the overseas program of study. Secondly, risk and safety issues may not be thoroughly investigated for each overseas site to which we send our students, faculty and staff. In addition to pre-trip checks, a support mechanism of adequate accompanying personnel, contacts in the country, and emergency contingency plans needs to be created on a case-by-case basis for every overseas activity. The solution is to assign CGE's staff to assist the faculty organizers.

These recommendations are designed to remove disincentives to faculty members who wish to initiate an overseas program, to enable them to focus on maintaining high academic standards in these endeavors, and to provide systematic review of issues impacting safety and well being of members of our community before they travel in other nations.

Following the recommendations we will give more details about the current situation and elaborate on the recommendations.

Recommendations

The following recommendations are pertinent to academic programs occurring overseas. In brackets we show the unit that should implement the recommendation.

4.1 Encourage innovative combinations of research experiences, co-op experiences, community service, internship and courses taught in the foreign country. The aim is to provide a richer blend of academic and experiential learning in the other society. The "semester abroad" design defined below embodies this spirit.

4.2 Designate a unit (CGE) to support faculty members in the logistical arrangements for their Foreign Study, Internship, and Exchange programs. Hire an "international program specialist- overseas programs" and assign them to logistics and coordinating responsibilities for at least .5 FTE. This will help remove a major disincentive for faculty and departments to organize such activities, free up faculty organizers to focus on the curriculum aspects, and provide necessary oversight on risk and safety issues.

Implementing these changes will help remove a major disincentive for faculty and departments to organize overseas academic activities, free up faculty organizers to focus on the curriculum aspects, and provide necessary oversight by the university on risk and safety issues for overseas travelers. To the faculty member falls the innumerable tasks of planning a trip abroad for a group, intern, or exchange student. This is often done on a volunteer basis on top of a full teaching load. At the same time, it is imperative that the faculty member be able to focus on the curriculum. It is not a simple matter to devise a combination of classroom and field experiences to meet learning objectives for an extended period of time in a distant location.

Clearly, stable, high quality and safe overseas programs require collaboration between sponsoring faculty members and university support staff. To make this possible, the faculty member must receive solid support in a

number of logistical and business aspects of the program planning and a modicum of financial support. Currently, they lack logistical support from staff units of the university. A number of faculty members and departments felt that the current level of detailed planning assistance from CGE is insufficient.

While the exact division of labor will vary on a case-by-case basis, in general most of the following tasks should be handled by business and service units (CGE):

- Lodging, Air and Ground Travel
 - Facilitate with travel agency
- Trip planning
 - Reservations at sites
 - Finding adequate classroom facilities in host nation
 - Deaf community contacts
- Student Support- paperwork, parental permission, insurance.
- Passports and visas
- Student funding (VR)-needs personal contact
- Recruitment and publicity
- Financial Transactions (Accounting unit)

In the aftermath of the September 11th terrorist attacks, safety has become the most critical issue. Students and faculty who travel abroad need to keep updated about any changes in regulations that might affect their experience abroad. The university should use staff members to provide attention to issues such as liability, risk assessment, and emergency contact contingencies (See recommendation under CGE). Careful staff attention is needed at the planning stage. It is inadvisable to leave these matters to individual faculty organizers who may not have the time or the expertise to handle the task thoroughly. While we cannot afford to send an advance team to each and every place where Gallaudet people travel, there are a number of questions that can and should be asked about the host nation, sites, and scheduled activities on a case-by-case basis. One promising strategy that has been used by CGE is to pay to send the organizing faculty member on a short trip to the study site abroad (cf. Guteng/Nigeria). In this way both logistics, safety, and curriculum planning issues can be dealt with first-hand. However this should be a complement to oversight of the safety and risk assessment area by staff.

Organizing an overseas academic program can put undue financial burden on the faculty organizers. Faculty members are expected to pay all of their own travel expenses during the study abroad. Consequently, faculty organizers spend an inordinate amount of time looking for funding-another disincentive to organizing foreign study programs. This adds to a perception that the academic value of the overseas activity is not appreciated by administrators. A funding stream needs to be identified for faculty expenses. It is prudent that two faculty members, or a faculty member and an aide/interpreter, accompanies any groups of students overseas.

4.3 Determine to what extent foreign study programs should be self supporting. If this is not feasible, then funding to subsidize the program should be identified. Of highest priority is covering the expenses for two

faculty members or aides to accompany groups of students during foreign study programs.

4.4 Strengthen and formalize the relationships between Gallaudet and these overseas partners (CLAST, GSPP Deans). Ensure that the responsibilities, division of tasks, and financial details for all overseas activities are contained in formal memorandum of understanding and, if necessary contracts between Gallaudet and overseas hosts. We rely upon our overseas partners to ensure safe and rewarding experiences for our people in foreign nations.

4.5 Allocate a portion of tuition fees paid by students during their semester abroad to pay for support services in the host nation. This may include fees paid to host institutions and instructors in the other nation, especially in developing nations. Besides being fair to our overseas partners, this will ensure that our tuition-paying students receive full support services regardless of their location.

4.6 Explore prospects for additional Internship and Exchange Programs, but only after consideration of the caseload of the staff at CGE and cost issues. (See the "Center on Global Education" section for a discussion of caseload.)

Definitions of Foreign Study, Internship, and Exchange programs

These definitions were written after extended discussions with most faculty members who run overseas activities and the Director and staff of the Center for Global Education.

1. Foreign Study programs

a) Typical Foreign Study Program

Characteristics: This program is initiated and coordinated by Departments and/or individual faculty. Typically, a course precedes or is contemporaneous to the study period abroad. The travel is to provide a learning experience in context for the students. The primary focus is academic. The meaning of "academic" can vary according to the particular program. In some cases, visits to markets, theater, deaf clubs is extra-curricular while in other programs that kind of social experience is an integral part of the academic experience. [The important hours of the day are devoted to museums, monuments, and other sites related to the course subject. Students and faculty members travel and stay together as a group.] The period overseas is typically two to three weeks long. In order to be eligible for Vocational Rehabilitation funds to cover student expenses, the travel must be integral to the academic program and course study of the students.

Examples: Foreign Languages, Literature and Cultures Department offers programs for study of the foreign language and/or culture of the host country. Sometimes course overseas are offered in the language of that country. Some recent examples are summer program in Italy (2001), summer program in Cuba (2000), and Spanish language course

offered in Costa Rica. For information on these programs, contact Mark Weinberg. The Government and History Department had a study program in Eastern Europe (2000, Ryan), with a pilot program in Europe (Penna, Olsen, Veith, 2001). The Dept. of Physical Education and Recreation runs a "Discovery Program" in Russia (Berube). The Department of Education organizes a program in China called "Partnership in Education" (Lytle).

Credit is optional, but it is very beneficial for the student if their experience earns them credit as it will be on their transcripts. There is also a benefit to Gallaudet as it institutionalizes the multi-cultural and global perspective in our curriculum, which is desirable in the eyes of the accrediting organizations. A foreign study program can be devised as part of an Independent study or as a Special topic course, which can be offered up to three years at discretion of Department Chair.

b) Semester Abroad

Characteristics: This program is initiated and coordinated by Departments and/or individual faculty. The semester abroad might include: a) full-time coursework at a university in the host country; b) partial coursework in the host country and correspondence courses taken at Gallaudet via email; c) a combination of partial coursework in the host country, correspondence courses taken at Gallaudet via email, and an internship in the host country.

Example: The Semester Abroad program coordinated by the Department of Foreign Languages, Literatures and Cultures in Costa Rica. Participation in this program requires basic proficiency in the spoken and sign languages of the host country because the courses in Costa Rica are offered in Spanish through Costa Rican Sign Language. Students take six credits in Costa Rica taught by Costa Rican Deaf instructors. They take one GU course via email. They complete a three credit internship in their major. The purpose is to provide interns opportunities for meaningful foreign language and culture learning by being immersed in the daily lives of the local deaf community. Typically, three to six interns participate in this program during the fall semester. Interns stay with host families and fulfill their duties under the supervision of the local partners. (For more information, contact: Cristi Berdichevsky or Tashi Bradford.)

2. G12_b_al-I__nte_rn_s-_hips

Characteristics: This program is initiated by academic departments with logistical support from the Center for Global Education. The Global Internship provides students opportunities to gain an international perspective on their major, to do practicums in their fields, and to get involved with deaf communities around the world. Interns travel alone and stay in the host country for up to one full academic year. **Example:** student internship in Austria in the summer of 2001. In some instances, partial financial support is available to students from EPOC (Career Center) and CGE.

Examples: The Department of Education internships in deaf education in numerous countries (Mobley). Foreign Language Dept.'s four to six

weeks summer internships in Mexico City (2002,2001) and in France (2001, 2000). (For more information, contact Mark Weinberg.)

3. Gl_b_al_Ex_cha_nge_s_

Characteristics: This program is initiated by Departments and/or individual faculty. CGE will help with logistics and coordination. The Global exchanges might include students and faculty members who travel and stay together as a group or exchanges between individual students. The period overseas might range from a month to a semester.

Examples: Orebro University in Sweden (Hayes, 2002). German Exchange Program, and French sponsored student exchange between Gallaudet and the Ecole Regionale des Beaux Arts de Nantes , France (2001-2002).

● **Part 5:**
Technical cooperation with deaf communities and institutions overseas

- Sign language teacher training
- Leadership development
- Educational program development
- Collaborations with agencies in other nations

Summary

While the University's Strategic Objective 2.2 calls for outreach to international scholars and organizations that serve deaf people in other countries, such endeavors are problematic at this busy, focused academy. International outreach and service is problematic for the university in light of its academic mission and its restricted focus on American students. How can Gallaudet play a role in improving life conditions for deaf people worldwide, while staying true to its instructional mission?

The fact is that Gallaudet University has the human resources and the reputation to instantly become a valued player in international development assistance efforts. As the needs of deaf people occur within all of the sectors of human service and social development (public health, education, etc.), there are available grant opportunities from a range of non-governmental organizations. The range of our involvement could extend from individual consultancies to full-blown, long-term projects. However, the issue requires substantial study before an acceptable course of action can be recommended.

Recommendations

The following tentative recommendations are pertinent to technical cooperation overseas.

5.1 Through the proposed will ascertain the extent of faculty and staff involvement in international service as part of the information to be collected by CGE in the new "database of international activities". A number of faculty and staff members (and some advanced students) are already involved in providing meaningful, short-term contributions to people in other nations through meetings, workshops, and consultancies. This work can be coordinated by cross-exchange of information on campus.

5.2 Study the prospects of enhancing our existing overseas academic programs by adding a "community service" component entailing mutually beneficial partnerships between GU departments and deaf communities in other nations. A practical solution is to enhance our existing overseas academic programs by adding a "community service" component. This would entail collaborative efforts between GU departments and deaf communities in other nations. In the spirit of a liberal arts education we find sound pedagogical justifications for human service. A liberal arts curriculum educates students broadly to become aware of human diversity, the varying conditions of life around the globe, and the role of principled action in producing more just and equitable societies. The young people who come to Gallaudet University feel a sense of connection with deaf people as seen in the Deaf Way II gathering that drew 10,000 people here in July of this year. It inevitable and justified that young Deaf Americans (and our faculty) will be motivated through our educational programs to get involved with improving the conditions of deaf people in other societies. An advanced student in Deaf Studies and ASL, Linguistics and Interpretation, and Education, among others, would find fruitful research and practicum opportunities in other nations.

5.3 Review the university's existing relationships with overseas organizations and draft guidelines to formalize these relationships into sound partnerships. Consider the idea of a selected number of regional partners as the basis of our overseas academic and service activities.

To be effective and useful we need to carefully recruit students, encourage faculty members to provide support, and build strong working relationships with selected partner organizations in other nations. Elements of a "community service" model are already in evidence. First, the Fulbright program in Italy and Ireland involves careful recruitment and placement of Gallaudet students overseas under the watchful eye of faculty members, the Fulbright experience produces mutual benefit for both the GU student and the host nations. Second, we already have longstanding relationships with a nations in several regions of the globe. For example, the PROGRESO organization in Costa Rica has hosted a range of activities involving Gallaudet faculty, students, and staff for twenty years. Deaf Costa Ricans both teach us and learn from us in innovative exchange and study group designs funded by grants. With attention to creating real partnerships (including relieving the cost burden we bring our foreign hosts), we can secure a limited number of safe and economical overseas venues for academic and community service.

Part 6:
Center for Global Education (CGE)

Summary

Note: The earlier parts of this report discussed the issues and recommendations relating to the international programs and services of the university. The Center for Global Education is a support unit that plays a role in many of those programs and services. Therefore the reader who is interested in CGE should also read those earlier sections. This section is primarily focused on how CGE's efforts can be organized in order to carry out an effective supportive role.

For an illustration of how CGE fits into the international scene, see the underlined text below that shows where CGE plays a significant role.

International activity at Gallaudet University

BASED ON CAMPUS

Programs and services for international students and visitors

At the university campus

Degree-seeking students

No_n_dd4re_e--se_e_k_ers_I_o_n_sin_t_e_m_sh_ips_a_n_d_ex_c_ha ng_es)

At other affiliated campuses or via Internet

International academic programs and extracurricular activities on campus

Information services for visitors and correspondents from around the world

Re_cet'_yv_in_g_iii_d_ii_vi_dua-ll-s_aanndd-ro_ups_o_n_ca mp_usi

Co_ord_in_atin__v_isitats_oxi_programs

P_r_o_v_i_nanf_o_rma_tion_a_n_d_re_t_o_w_rii_t_t_en-q_u_err_s_es

OCCURRING OVERSEAS

Academic programs overseas

Ffo_r_eign_S_tuddy,Int-e_ra_s_h_ips^a_n_d_EEx_cba_n_g_es_fior_d_eegr_e_e_see_kiin_g_stud_e_n_ts

Tea_cchin_g,_rr_er_eea_rch,d'prof_e-s-s_io_n_al_d_ee_v_e_to_pm-e_n_t_o_r_GU_a_cu_lty_s_t_of

Technical cooperation with deaf communities and institutions overseas

As part of a re-organization in 2001, The Center for Global Education (CGE) became part of the Graduate School and Professional Programs. Previously it was part of the College of Continuing Education. One aim of the re-organization is to more closely tie the support units in with the instructional mission of the university. Our purpose was to look at CGE's mission and activities to ascertain how well it was attuned to that aim. We reviewed printed literature, spoke at length with the director and the staff, and queried a number of consumers of the Center's programs.

We find that CGE's program offerings are justified and have a legitimate place within the academic mission of the university, especially in its commitment to diversity, outreach, and experiential learning. The two staff members, including a faculty member who serves as Interim Director and an international program specialist, are productively engaged in supporting American and international students, faculty, and professionals on internships and exchanges both here at Gallaudet and abroad.

However, there are significant problems that need to be addressed if CGE is to effectively serve as an academic support unit. These problems derive from an open-ended workload with too few staff and a tendency to add new activities and new countries without the capacity to provide necessary support. As a result several key programs are not receiving adequate support and oversight, most notably the overseas activities (global **internships** and foreign study).

The intent of the recommendations is to focus the Center on its necessary role as an *ac_ad_emic_* support unit. It would be freed of its workload that is non-academic in nature, such as hosting scores of day visitors annually. Its work on overseas programs would be at the behest of instructional departments for whom CGE would handle trip logistics and coordination. It would also serve an important administrative role in ensuring the university's due attention to factors that may impact the safety and well-being of students and faculty members who travel overseas. The recommendations include a proposal to increase CGE's staff capacity to adequately provide such support to overseas activities run by faculty members and academic departments. Its support of inbound international interns and exchanges students would continue but the numbers should be capped to enable high-quality support. With this "narrower and deeper" approach to its workload CGE staff will be able to act as a support unit and as a catalyst for participation in the international arena by students, faculty, and staff.

Following the recommendations we will give more details about the current situation and implementation of proposed recommendations. Job descriptions, tasks assignments for each staff member and caseload proposals are provided.

Recommendations

6.1 Re-orient the efforts of the personnel in the Center for Global Education to emphasize its role as a *serv_i_ce_* unit in support of *aca_dem'-tc* international activities. By doing this the university will professionalize and streamline the various program offerings. It will shift the emphasis of CGE activities so that initiatives in carrying out overseas activities and expansions to new countries will be driven by faculty members and academic departments rather than by CGE.

6.2 Increase the staff capacity of CGE to provide program support and oversight for foreign study and internship programs in other nations. Add one additional position entitled "international program specialist-overseas programs" to the staff of CGE to provide logistical support and oversight for overseas academic activities. This position will allow the faculty members who are organizing the activity to focus on the curricular aspects. It will ensure that the university is providing due oversight to personal safety issues for those who are participating in GU programs overseas. A portion of time of this new "overseas international specialist"

will be devoted to creating and maintaining a database of international activities (see below).

6.3 Limit the workload of CGE in all of its activities (number of interns, foreign study tours it supports) to such number as can be adequately supported by available staff.

6.4 Transfer the "international student advisor" (now in Admissions) to the Center for Global Education. Thus, immigration services and academic support for international students and interns would be integrated. This would allow sharing of office resources and enable staff to handle "seasonal" tasks with more flexibility. CGE and ELI will soon be located in the same wing of HMB. Moving the International Student Advisor to that location would create a single "international service area." (Duplicate of recommendation 1.13)

6.5 Handling of J-1 visas be shifted from CGE's International Program Specialist to the International Student Advisor (now part of Admissions Office). It is more efficient when only one staff member is charged with responsibility for keeping abreast of changing immigration regulations and procedures, and in handling federal reporting, and orientation to foreign nationals on campus.

6.6 Arrange for one faculty member per year to be fully or partially released from their teaching load and be assigned to assist CGE in various special tasks. The small pool of faculty members with international experience can be drawn upon for various projects, such as assisting interested faculty members to pursue grant, scholarship and technical cooperation projects in other nations.

6.7 Assign to CGE the responsibilities for all Fulbright and visiting scholars.

6.8 Involve the Center for Global Education in coordination of visits by people from other nations only when that visit has a clear academic purpose and exceeds one week's duration. This will allow CGE to focus on providing high-quality support to its caseload of inbound and outbound students, faculty, and professionals. (This is the same as recommendation # 3.2.)

6.9 A "database on international activities" should be created and maintained. The database would contain contact information for our partner institutions and key individuals in other nations, summaries of GU's ongoing and past activities in other nations, and list of names of individuals on campus who are involved internationally. The database should be accessible to CGE and the administration for use in emergency contact with traveling GU students and personnel, to prepare for meetings with foreign visitors and dignitaries, and to inform GU's future initiatives in other

nations. For the information in the database to remain current the database managers will need to seek updates from the campus community periodically.

6.10 Develop a web site as a central source of information on international activities, program details, forms, policies and procedures.

Current situation-

The staff of the Center for Global Education comprises a director, an international program specialist, and a secretary. They implement six programs:

- 1) Foreign Study (FSP)
Collaborates with academic departments to promote study abroad opportunities in their curriculum, and to provide a template to faculty for planning and preparation of an FSP. (*The Academic Programs Overseas section of the report describes a typical foreign study program and a richer "semester abroad" type.*)
- 2) Global Internship (GIP)
Students doing internships, practicums and exchanges abroad from several weeks up to one year.
- 3) Global Partnerships (GPP)
Foster relationships between GU and D/HH communities or organizations in other countries. May include technical assistance projects, and placement of students and faculty in host nations.
- 4) Global Visitors (GVP)
Provides assistance in coordinating visits of foreign individuals and groups to the campus for periods of two days or longer. (*The "Information Services for Visitors" section of the report recommends that CGE no longer handle non-academic visits and any visit of less than one week duration.*)
- 5) International Internship (IIP) and Exchanges
Arrange custom programs of study at Gallaudet for students and professionals from other nations for the purpose of non-degree, educational studies. Under a new "global exchange program" students from Gallaudet take semesters at other universities, and those universities send students to Gallaudet. The Fulbright program falls under this heading. (*The Support Programs and Services for International Students and Visitors section recommends that J-1 visas be assumed by the International Student Advisor.*)
- 6) Leadership Training (LTP)
Provides international students with leadership training seminars to help them to become future leaders. *This activity is currently inactive due to lack of personnel and time.*

In addition, the staff of CGE often initiates tasks that it feels are important to its mission, such as organizing events for the annual International Education Week. There is a strong desire by the CGE staff to foster global awareness on campus, to help students and faculty obtain meaningful experience in other nations, and to promote outreach activities in which people from Gallaudet can share their expertise with people in other nations. Recent

examples include its pivotal role in developing an exchange program with Orebro University (Sweden), and in expanding internship opportunities for students overseas. CGE recently hosted a workshop to foster greater awareness among faculty about how taking advantage of scholarship opportunities overseas can enhance their professional development as well as their teaching. The commitment and productivity of CGE's staff is praiseworthy.

The knowledge and experience of such personnel is critical to raising visibility and awareness in the international arena among students and faculty members. They become key resource people for those who express an interest for such opportunities. However, there is a thin line between acting as a catalyst and assuming responsibility for an activity. In light of limited staff and the philosophical commitment that instruction drives activity at Gallaudet, CGE's scope of work should be limited to a narrower focus on support-oriented tasks for academic purposes. This is presently not the case. As the sole unit on campus devoted to supporting 'international activity', both administrative and instructional units turn frequently to CGE for assistance. For example, the CGE staff is often burdened by requests to arrange and host the visits of groups of foreign visitors—a task that is more public relations than academic in nature. In fact, almost anything with an "international" label or flavor seems to eventually find a place within the bulging portfolios of the tiny CGE staff.

Its current staffing level of CGE is insufficient to adequately support all of its programs. Customized programs of study tailored to the needs of specific groups and individuals and highly detailed logistics prior to travel are the norm in CGE's work. It has proven impossible to provide thorough and satisfactory services for all of the programs, especially overseas academic programs. Faculty members have not been satisfied with the level of support from CGE or the administration, as noted in the "Academic Programs Overseas" section. Surprisingly, CGE is actively expanding the scope of its programs to reach new constituencies and new countries. This push for growth is at odds with the very limited staff resources available, and the demand for more in-depth support of existing activities.

In the following section we propose re-orientation of CGE's work, a feasible scope of work and caseload and staffing level, with job descriptions.

Proposed focus, workload, and staffing levels

This proposal aims to clarify CGE's central position as a support unit for international academic activity that occurs on the Gallaudet campus and overseas. This description follows accordingly:

The Center for Global Education (CGE) is a service unit devoted to coordinating international aca_de_mic_ activities at Gallaudet University.

The emphasis is on s_u_p_p_o_r_t and academic. CGE should decline tasks that do not relate directly to support of academic activity. Visa handling and immigration reporting for non-degree seeking foreign nationals (U-1) will be shifted to the International Student Advisor. Visiting foreign groups will be

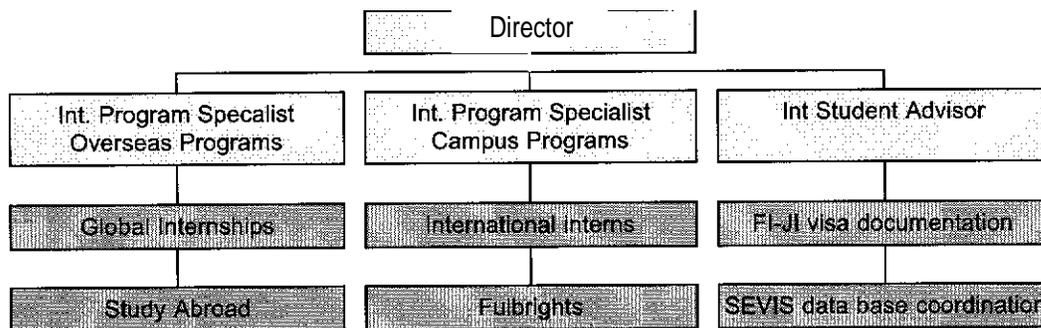
handled by a designated faculty member in collaboration with the Visitor Center and the administration. New tasks for CGE will include creation and maintenance of a database of international activity, and increased support and administrative backstopping of overseas academic programs.

In a departure from current practices, CGE will no longer initiate new academic international activities such as internships, exchanges, and foreign study groups. These activities will be initiated by departments of instruction and led by faculty members. This is also true of grant-writing for various projects such as technical cooperation in which CGE personnel assist with networking and project design but the initiative and implementation is in the hands of faculty members.

For the Center to function adequately as a support unit for a range of international academic activities on campus and overseas, it will require three staff positions, plus a secretary. One or two student assistants will also be needed. The designated positions are as follows:

- 1) Director.
- 2) International Program Specialist --Campus Programs.
- 3) International Program Specialist--Overseas Programs.
- 4) Secretary.

The chart shows staff positions in CGE with general areas of responsibility.



There is a clear need for an increase of one staff position above the current level. The new position is nos. 3 above, International Program Specialist—Overseas Programs. The rationale for adding the position was addressed in the "Academic Programs Oversea" section of the report. In short, Students, faculty, and staff members who are going overseas need support to help ensure that their programs are well planned to provide academic benefit while minimizing risk to their well-being. Accordingly, a staff member needs to be assigned the responsibility of assisting the planning of these overseas activities, including internships, foreign study programs, exchanges, and research opportunities for students, faculty, and staff members. The new international program specialist for overseas programs will handle logistics for foreign study groups, outbound exchange students, and internships overseas, as well as maintain the database of

¹ Possibly staff units such as GRI might initiate multi-national activities, too.

international activity. The staff member, with the Director, will work to assess the conditions of the site where GU personnel and students will be studying while overseas, with special attention to issues of safety. This will enable faculty members and departments to focus on the crucial academic aspects of overseas studies.

The job descriptions for the Director and the two International Program Specialists appear later in the report.

The Center's success in providing improved support for academic programs depends upon limiting its "caseload." Most of the unit's work involves customized planning and support for individuals and groups. There are few shortcuts. Unpredictable problems and issues frequently occur in such cross-cultural, multi-national affairs. While time-consuming, thorough and competent handling of the myriad details of each intern and study group is indispensable. Therefore, we need to ensure that the number of cases or projects that CGE staff assume are not so high as to overwhelm their ability to attend carefully to their planning work.

Below is a table proposing task breakdown and caseloads for CGE staff.

Division of CGE caseload by staff member				
Responsible Staff:	CGE Programs	% FTE /task	Current caseload /annum:	Ideal caseload/ annum:
CGE Director	Director takes lead in all of the tasks below	1.0		
International Program Specialist for Overseas Programs	Support foreign study groups	.25	3-5 groups	5 groups
	Support <i>GU</i> students overseas as interns	.25	10	15
	Support faculty overseas	.10	?	
	Maintain database of international activity	.25		
	Support faculty in technical cooperation	.15		
International Program Specialist for Campus Programs	Support international interns on campus	.50	10	10
	Support exchange students-to/from <i>GU</i>	.25	2	10
	Visitors	.10	200+	24**
	Organize Campus Events, Marketing	.15		

** It is proposed that CGE will only host those campus visitors who are here on academic purposes for a duration of longer than one week. Visitors who merit attention from the administration would be hosted by a designated faculty member in collaboration with the Visitor Center, Office of the Provost and Office of the President. See section on "Information Services for Visitors" for more details.

It is proposed that strict limits be put on the number of internships, foreign study tours, exchange students, and visitors handled by the unit. No such limits are in place now. We propose to put the brakes on the push for expansion that now characterizes the work of the Center. It is not intended to dampen the laudable efforts to connect to a broader world, but to ensure that there is adequate attention to logistical and academic aspects of these ventures. Ties with new nations (internships, exchanges) should only be initiated if it has been determined that all levels of necessary support can be provided. By this we mean that there is need for due consideration of the time needed to manage a relationship with a foreign institution, and to serving the needs of the future participants. Building a few strong and safe partnerships in a few nations is more desirable than having many sites without adequate in-country support. Too, each non-degree seeking international intern, exchange student, and visiting scholar coming to the campus deserves (and generally receives) personal attention in designing their custom educational program and in adapting to campus life. The quality of support should not be jeopardized by expansion.

GALLAUDET UNIVERSITY

Director, Center for Global Education

DESCRIPTION OF POSITION

Director	
POSITION TITLE	POSITION
Assoc. Dean for Graduate Education and Extended Learning	
TITLE OF IMMEDIATE SUPERVISOR	DATE APPROVE
Graduate School and Professional Programs	3400
DEPARTMENT	DEPARTMENT
INCUMBENT	EEO CLASS FLSA

SUMMARY:

Directs the international academic support programs at Gallaudet University; Oversees staff in designing study programs and providing logistical support to non-degree seeking international students and professionals on campus; Oversees staff in providing logistical support and risk assessment for overseas academic programs run by academic departments; Manages the Fulbright and other exchange programs; Provides leadership in promoting international scholarship opportunities for students, faculty, and staff; Takes leadership in raising awareness among students and faculty of opportunities to apply their expertise in international settings; Maintains accurate and accessible database of international activity of the university.

PRINCIPAL ACCOUNTABILITIES:

- I. Manages the Center for Global Education by planning, implementing and evaluating its services for students, faculty, staff, international students and scholars.
- II. Promotes and supports international opportunities for faculty and students.
- III. Provides academic and administrative support for international students and scholars.
- IV. Responsible for budget preparation and control, administration and supervision of purchasing and payroll activities, and monitoring of balances and expenditures.
- V. Oversees staff in designing study programs and providing primary logistical support to non-degree seeking, international students and professionals on campus; responds to concerns of students and faculty; advises on administrative, academic and policy matters; provides support to visiting faculty or research scholars to ensure access to campus resources and services.
- VI. Oversees staff in providing primary logistical support for overseas academic programs that are run by academic departments; Gives due attention to risk and safety factors involved in foreign study, internships and exchange programs, and takes all reasonable measures to ensure safe and hospitable conditions for university participants while overseas.
- VII. Coordinates the applications by students at Gallaudet University for grants under the Fulbright U.S. Student Program and other scholarship and exchange programs; oversees the current Italy/Ireland Fulbright program.
- VIII. Uses sound project and caseload management techniques to ensure that support work is carried out in a timely and high-quality manner.

- IX. Oversees creation and maintenance of a "database on international activities" containing contact information for partner institutions and key individuals in other nations, summaries of the university's ongoing and past activities in other nations, and list of names of individuals on campus who are involved internationally. Ensures that the database is accessible to the administration for use in emergency contact with GU travelers and for briefings.
- X. Takes initiative in assessing the viability of partnerships with institutions in nations that host our students, faculty, and staff; ensures that the responsibilities and financial agreements are satisfactory to both parties and codified in writing before an overseas activities commences.
- XI. Provide guidance to departments to ensure active participation of faculty and staff in opportunities such as internship, foreign study, and exchange program.
- XII. Works in collaboration with faculty, career center and resources abroad to identify internship opportunities for undergraduate and graduate students. Encourages faculty members to offer foreign study program by providing guidance as needed.
- XIII. Oversees the design of marketing plan and recruiting strategy for program offering to the campus community and abroad.
- XIV. Investigate ways in which the expertise of faculty can be productively applied in technical cooperation in other nations through raising awareness of grants and international assistance networks and discussing project designs.
- XV. Coordinates special activities involving international education week with various departments on campus.
- XVI. Works closely with deans, associate deans and department chairs to involve faculty members in special projects of the Center, possibly through temporary release from instructional duties.
- XVII. Keeps abreast of approaches to international activity and support at other universities; modifies practices as warranted to serve emerging needs at Gallaudet. Remains abreast of current international issues and keeps current on laws, policies and regulations concerning international travels.
- XVIII. Orients, supports and foster a sense of community by sponsoring international awareness programs with various department on campus.
- XIX. Represents the university when hosting international visitors and dignitaries on and off-campus.
- XX. Performs other related duties as assigned.

SPECIFICATIONS:

Master's degree and minimum of at least five years of administrative experience in a deafness-related program in an academic setting. Knowledge of the challenges and needs that confront culturally diverse population. Substantial experience with planning and coordination of logistical support for academic activities outside the United States. Experience working in higher education institutions and collaborating with offices and departments across campus. Ability to work well with faculty, staff, students, and administrators, and the ability to build strong ties outside the university. Strong information management skills. Must have strong interpersonal communication and writing skills. Must be willing to travel. Fluency in American Sign Language and the ability to communicate in international sign.

GALLAUDET UNIVERSITY

International Program Specialist -Campus Programs

DESCRIPTION OF POSITION

International Program Specialist -Campus Programs
POSITION TITLE POSITION #

Director, CGE
TITLE OF IMMEDIATE SUPERVISOR DATE APPROVED

Center for Global Education
DEPARTMENT DEPARTMENT #

INCUMBENT

SUMMARY:

Coordinates the development and implementation of the International Internship Program and Global Visitors Program, involving design of study programs and providing primary logistical support to non-degree seeking, international students, faculty, and professionals on campus. Serves as intern and exchange student advisor and liaison to involve faculty in the advisor process. Administers marketing and recruitment for international programs and services on campus and abroad. Assists in managing other programs under the auspices of the director.

PRINCIPAL ACCOUNTABILITIES:

- I. Assumes primary responsibilities with the management of the international Internship Program; advises students on appropriate program of study; monitors student/interns; provides orientation upon arrival; develops and updates orientation manual.
- II. Coordinates program planning short-term global visitors program by working cooperatively with faculty and administrators.
- III. Handles short-term Global Visitors program, incoming Fulbright and other scholarship program for incoming researchers, scholars, and other professional visitors. Develop program itinerary for groups or individuals to meet with professionals, observe classes, attend workshops, seminars and other activities.
- IV. Coordinates the applications by Gallaudet students at for grants under the Fulbright U.S. Student Program and other scholarship and exchange programs; manages the Italy/Ireland Fulbright program.
- V. Develops and implements budget and schedules of various programs meeting according to the needs of each visitors.
- VI. Provides support to visiting faculty or research scholars to ensure access to campus resources and services.
- VII. Carry out a marketing plan and recruiting strategy for program offerings to the campus community and abroad.
- VIII. Through orientations and other social events, foster a sense of community among interns, serve as mentor and provides cross-cultural counseling, and maintain collaboration between the University and intern's financial supporter when necessary.
- IX. Take leadership in organizing special activities involving international education week with various departments on campus.

- X. Collaborate with director to develop program elements such as incoming faculty and student exchange and provide administrative support when necessary.
- XI. Maintains good working knowledge of other programs provided by CGE and render guidance to others in the absence of the staff.
- XII. Participates in various special projects as assigned by the director and provides support to campus department hosting international visitors by providing orientation, referrals and other services as needed.
- XIII. Keeps abreast of current international issues on laws, policies and regulations concerning international travels to and outside USA.
- XIV. Supervise student workers when appropriate and performs other related duties as assigned by the director.

SPECIFICATIONS:

Master's degree and minimum of at least four years of administrative experience in a deafness-related program in an academic setting. (Bachelor's degree and five years professional work experience may be substituted.) Knowledge of the challenges and needs that confront culturally diverse people. Minimum of two years of experience in planning, organizing and implementing presentations, workshops and tours. Strong organizational and interpersonal communication and writing skills required. Ability to work as part of team and independently. Strong background in working with international people desirable. Fluency in sign language and ability to communicate internationally required at time of employment.

- X. Creates and maintains a database of faculty international interest and expertise program offerings abroad, identify placements and services provided and provide annual report.
- XI. Serves as contact person for inquiries from potential sources from abroad and researches for potential program offerings.
- XII. Provides information on passport, visa, insurance and other requirements for those going abroad.

SPECIFICATIONS:

Master's degree and minimum of at least four years of administrative experience in a deafness-related program in an academic setting. (Bachelor's degree and six years professional work experience may be substituted.) Knowledge of the challenges and needs that confront culturally diverse people. Minimum of two years of experience in planning, organizing and implementing presentations, workshops and tours. Strong organizational and interpersonal communication and writing skills required. Ability to work as part of team and independently. Strong background in working with international people desirable. Fluency in sign language and ability to communicate internationally required at time of employment

Part 7

Appendices

Overview of International Activity at Gallaudet University

ON CAMPUS

Support programs and services for international students and professionals.

At the University campus

Degree-seeking students.

Non-degree seekers (on internships and exchanges).

At other affiliated centers or via Internet

People at Gallaudet University Regional Centers.

Individuals taking on-line courses and distance education.

International academic programs and extracurricular activities on campus

"Internationalizing" the curriculum (for diversity and global awareness).

Courses and internships in international service.

Internships, job placements for students in international organizations.

Sponsoring of international conferences.

Information services for visitors and correspondents from around the world.

- Receiving individuals and groups on campus.
- Coordinating visitation programs.
- Providing information and referrals in response to written queries.

OVERSEAS

Academic programs overseas.

- Foreign study, Internships and Exchanges for degree-seeking students.
- Teaching, research, professional development for GU faculty and staff.

Technical cooperation with deaf communities and institutions overseas.

- Sign language teacher training.
- Leadership development.
- Educational program development.
- Collaborations with agencies in other nations.

Comprehensive list of recommendations

1. Support programs and services for international students and professionals on campus

Recruitment/Admissions

- 1.12 Improve information available to prospective international applicants on University web site. Provide centralized and integrated information about all program opportunities for international applicants. Develop on-line application capability. Provide accessible, on-line feedback to applicants as to their status of application in each program.
- 1.13 Move admissions responsibilities for ELI to Admissions Office (OES, ELI).
- 1.14 Resolve legal and definitional issues related to part time and special student status for international students. In addition, the university needs to revisit and clarify which students are to be accounted for in the international cap. This includes people in other nations who take online courses.

Financial Support

- 1.15 Increase financial support for international applicants and students. Identify potential scholarships and sponsors in U.S. and in applicants' home countries (FA). Post identified sources on WWW page, in English and translated into most common foreign languages (PR). Financial Aids convenes annually in October a group consisting of representatives from Admissions, Student Accounts, Grad School, ELI, CGE, and CLAST to review financial support procedures, sources and levels obtained for international applicants and students. Develop transparent guidelines for awarding Sasakawa, WDL, and other scholarship funds. Give emphasis to students from developing nations with support granted in part to assist them to become effective and well-employed upon return to their homeland.

Orientation

- 1.16 Coordinate and/or integrate new student orientation programs for international students entering undergraduate programs, graduate programs, ELI, and CGE (NSO, CLAST, GASP, ELI, CGE, ISO). Utilize ISO members in orientation programs as volunteers helping new students adjust to campus culture (NSO, ISO). Reduce INSO for Canadian students, whose

culture is similar to that of the U.S. (NSO).

- 1.17 Develop and offer new student orientation activities for international students throughout their first semester of study (NSO, CLAST, GASP, ELI, CGE). Provide social activities and workshops to foster cultural adjustment and provide legal/regulatory information (NSO, ISO, ISA). Identify person or office on campus that can assist international students to understand and adapt to American, Deaf, and campus cultures on a continuing basis. Identify international student lounge.
- 1.18 Increase campus awareness of issues confronting international students at the University. Provide information via email, WWW, and/or campus publications about notable international students on campus, services offered, etc (PR, ISA, Admissions). Provide campus events to celebrate International Education Week (ISA, ISO, ELI, CGE, CLAST, GASP).

Housing

- 1.19 Provide optional housing for international students during Winter Break. Permit international students living on campus to rent a room during Winter Break, or establish and monitor a process for international students to obtain affordable short term housing off campus (Campus Life).

Visas/Documentation

- 1.20 Centralize all visa/immigration-related documentation and services. Provide all J-1 and F-1 processing on campus through International Student Advisor, with autonomy to make decisions independently from those made for recruiting. (Because of Federal regulation, the Designated School Officer (DSO) who is authorized to sign INS forms for the student, cannot be involved in recruiting activities at the university.) Make the International Student Advisor a permanent position and provide sufficient material and secretarial support. Provide web page and regular newsletter to keep international students and programs informed of salient requirements of and changes in immigration law, regulations, and procedures. Inform academic and support program managers precisely as to what kind of information they need to collect from students and provide training as to where and how to report it.
- 1.21 Transfer the "international student advisor" (now in Admissions) to Center for Global Education. Integrate immigration services and academic support for international students and interns. This will allow sharing of office resources and staff to handle variable workload. As CGE and ELI will soon be located in the same wing of HMB, moving the International Student

Advisor to that site would create a single "international service area." (Duplicate of recommendation #6.4)

SEVIS Tracking

1.22 Develop and implement SEVIS-compliant data collection and reporting system. Establish SEVIS Steering Committee, to include Provost and VPAB. Establish SEVIS Working Group to include ITS and units most involved in providing and reporting required data. Working Group to review and recommend alterations in business practices of relevant units to ensure that accurate, complete data on status of international students is collected and provided. Purchase or develop software to ease collection and reporting of data.

2. International academic programs and extracurricular activities on campus.

3.1 Conduct a study of the university faculty and professional staff to ascertain their interest, skill, and involvement in international activity, both inside and outside the classrooms. The data should be entered in the "database of international activity" maintained by Center or Global Education. For faculty, document the extent to which they consciously incorporate a trans-national perspective into their curriculum. Incorporate findings into the list of few "global diversity" courses now approved to satisfy the diversity requirements for undergraduates.

Academic Programs on campus

These issues are germane to the English Language Institute, and were compiled from discussions with its Director, staff, and students.

2.1 Review the status of the English Language Institute (ELI) and its relationship to the university. Because the ELI has been forced to be a self-supporting program, its staff is limited and seriously underpaid. Part time instructors who work by the hour often earn less than student workers in other parts of the University. Offices are located in a student dormitory, segregating ELI staff from other instructional units on campus. This makes it difficult for visitors and mail delivery. Students are often denied services provided to other students, such as NSO and tutoring.

2.2 Review the issue of ASL learning and class communication for international students. Separate ASL classes are needed for students who are skilled signers in their native language than for students who

are non-signers. For the first few semesters at Gallaudet, students who are new to ASL need to be scheduled into classes that allow for slower sign communication.

2.3 Review English instructor qualification and testing procedures for English proficiency. The International Student Club notes that "instruction in the Introductory English program is inconsistent with a frequent turnover of teachers, therefore only teachers with experience and training in English as a Second Language should be permitted to teach. Make it possible for students to stay with the same teacher until they meet the condition in English." They ask for consideration of eliminating the four-semester cap for removing a condition in English since international students' childhood exposure to English is limited. As regards English proficiency testing they note "The DRP, Degree of Reading Power, test has been developed for American students, which is unfair for international students; allow international students to take such tests as the TOEFL which are specifically designed for international students." Consider developing an ESL track that parallels the IE program, allowing undergraduate international students to take ESL courses in the English Language Institute.

2.4 Develop an inter-disciplinary International Development Certificate (DEFER). This certificate will comprise five courses and an internship with an international NGO or federal agency either in the US or overseas. Using on-line courses, traditional courses, and internships, the International Development Certificate would prepare graduate students and working professionals to work with the 54,000,000 Deaf people living in developing countries who need assistance. USAID, the World Bank, Interaction (a group of 163 NGOs based in Washington distributing over \$2 billion dollars worth of development assistance worldwide), and major international disability groups are working towards including people with disabilities in their organizations as well as reaching out to people with disabilities in developing countries. Yet, no university in the country offers courses concerning international development assistance with people with disabilities. The first course of this certificate, "Community Development with People with Disabilities in Developing Countries" will be offered online this fall. These internships could lead to employment in the field of International Development.

2.5 Develop Special Programs for students, interns, and professionals from developing nations. Current courses do not always meet the needs of students from developing countries since the curricula are taught from a first-world perspective and do not prepare the students for the unique situations that exist in their home countries. Some students' financial support lasts only one year. Many church organizations send missionaries and volunteers overseas to

work with deaf communities with little, if any, training about deafness.. Courses could be tailored to meet their needs through the following:

One semester course, One Year Course, or Summer School Students could enroll in Gallaudet academic programs, but elective courses offered could include topics that professionals working in developing countries feel they need to study (Community Development, Community-Based Rehabilitation, Political Action for Disability Rights, International Conventions and Agreements, Leadership, etc....). These same courses developed for on-campus learning, would also be popular for those living off campus in the US and overseas through the internet. These courses could also be offered during the summer in an abbreviated format for professionals who can only study during the summer.

A six-week course could be designed to fit the needs of professionals who work overseas with deaf people and have expressed interest in learning basic information, among other things: 1) how to read an audiogram (not an entire class in audiology), 2) why deafness occurs, 3) how to prevent deafness, 4) how to work with the deaf community, 5) how to work with parents of deaf children, and 6) bilingual education. These topics would be taught from a developing country worldview (e.g., deafness can occur because of unsanitary conditions, how to work with deaf communities rather than taking control of them, matching deaf adults with families with deaf children, etc ...).

E_n_r_i_c_h_i_n_g_A_c_a_d_e_m_i_c_P_r_o_g_r_a_m_s__O_n__c_a_m_p_u_s.

2.6 Encourage presentations about global issues for the campus community or for specific courses.

2.7 Support internships and job placements in international organizations in D.C. Examples include the World Bank, Inter-American Development Agency, and non-profit agencies.

2.8 Create virtual learning opportunities with partners abroad.

N2_n_Ac_a_d_e_m_t_t_c_P_r_o_g_r_a_m_s__O_n__c_a_m_p_u_s.

2.9 Increase support and recognition for international students and visiting professionals.

3. Information services for visitors and correspondents from around the world

3.1 Designate the Visitor Center as the sole coordinating unit for international visitors. The Visitor Center is best suited to coordinating the visits of all international visitors who come to campus for periods of less than one week, or for non-academic purposes of any

duration.

3.2 Involve the Center for Global Education in coordinating visits by international visitors only when that visit has a clear academic purpose and_ exceeds one week's duration. This will allow CGE to focus on its academic support role, in which it provides individualized support to its caseload of inbound and outbound students, faculty, and professionals.

3.3 Designate a faculty member annually to coordinate the arrangements for important international visitors (such as dignitaries and educational and community leaders). This so-called "Gallaudet Ambassador" would work closely with the Office of the President, the Office of the Provost, and the Visitor Center. That faculty member would have access to the university's "database on international activities" (handled by Center for Global Education), in order to prepare briefing material about the dignitaries' nation and any GU involvement in advance. (For more about the "database on international activities", see the recommendations in the Center for Global Education section.)

3.4 General correspondence from international sources should be routed to a single office on campus and be answered promptly and substantively.

If it is determined to be from a distinguished correspondent (educator, deaf leader) in another nation, and this duty might be handled either by the designated "GU Ambassador" discussed above, or by the Visitor Center or in the information clearinghouse at the Clerc Center. Identify a source of non-federal funds to cover the expenses of postage and possibly percentage of personnel time devoted to answering correspondence.

4 Academic programs overseas

4.1 Encourage innovative combinations of research experiences, co-op experiences, community service, internship and courses taught in the foreign country. The aim is to provide a richer blend of academic and experiential learning in the other society. The "semester abroad" design defined below embodies this spirit.

4.2 Designate a unit (CGE) to support faculty members in the logistical arrangements for their Foreign Study, Internship, and Exchange programs. Hire an "international program specialist-overseas programs" and assign them to logistics and coordinating responsibilities for at least .5 FTE. This will help remove a major disincentive for faculty and departments to organize such activities, free up faculty organizers to focus on the curriculum aspects, and provide necessary oversight on risk and safety issues.

Implementing these changes will help remove a major disincentive for faculty and departments to organize overseas academic activities, free up faculty organizers to focus on the curriculum aspects, and provide necessary oversight by the university on risk and safety issues for overseas travelers.

4.3 Determine to what extent foreign study programs should be self supporting. If this is not feasible, then funding to subsidize the program should be identified. Of highest priority is covering the expenses for two faculty members or aides to accompany groups of students during foreign study programs.

4.4 Strengthen and formalize the relationships between Gallaudet and these overseas partners (CLAST, GSPP Deans). Ensure that the responsibilities, division of tasks, and financial details for all overseas activities are contained in formal memorandum of understanding and, if necessary contracts between Gallaudet and overseas hosts. We rely upon our overseas partners to ensure safe and rewarding experiences for our people in foreign nations.

4.5 Allocate a portion of tuition fees paid by students during their semester abroad to pay for support services in the host nation. This may include fees paid to host institutions and instructors in the other nation, especially in developing nations. Besides being fair to our overseas partners, this will ensure that our tuition-paying students receive full support services regardless of their location.

4.6 Explore prospects for additional Internship and Exchange Programs, but only after consideration of the caseload of the staff at CGE and cost issues. (See the "Center on Global Education" section for a discussion of caseload.)

5. Technical cooperation with deaf communities and institutions overseas

5.2 Through the proposed will ascertain the extent of faculty and staff involvement in international service as part of the information to be collected by CGE in the new "database of international activities". A number of faculty and staff members (and some advanced students) are already involved in providing meaningful, short-term contributions to people in other nations through meetings, workshops, and consultancies. This work can be coordinated by cross-exchange of information on campus.

5.2 Study the prospects of enhancing our existing overseas academic programs by adding a "community service" component entailing mutually beneficial partnerships between GU departments

and deaf communities in other nations. A practical solution is to enhance our existing overseas academic programs by adding a "community service" component. This would entail collaborative efforts between GU departments and deaf communities in other nations. In the spirit of a liberal arts education we find sound pedagogical justifications for human service.

5.3 Review the university's existing relationships with overseas organizations and draft guidelines to formalize these relationships into sound partnerships. Consider the idea of a selected number of regional partners as the basis of our overseas academic and service activities.

To be effective and useful we need to carefully recruit students, encourage faculty members to provide support, and build strong working relationships with selected partner organizations in other nations. Elements of a "community service" model are already in evidence.

6. The Center for **Global** Education

6.1 Re-orient the efforts of the personnel in the Center for Global Education to emphasize its role as a service_ unit in support of academic international activities. By doing this the university will professionalize and streamline the various program offerings. It will shift the emphasis of CGE activities so that initiatives in carrying out overseas activities and expansions to new countries will be driven by faculty members and academic departments rather than by CGE.

6.2 Increase the staff capacity of CGE to provide program support and oversight for foreign study and internship programs in other nations. Add one additional position entitled "international program specialist-overseas programs" to the staff of CGE to provide logistical support and oversight for overseas academic activities. This position will allow the faculty members who are organizing the activity to focus on the curricular aspects. It will ensure that the university is providing due oversight to personal safety issues for those who are participating in GU programs overseas. A portion of time of this new "overseas international specialist" will be devoted to creating and maintaining a database of international activities (see below).

6.3 Limit the workload of CGE in all of its activities (number of interns, foreign study tours it supports) to such number as can be adequately supported by available staff.

6.4 Transfer the "international student advisor" (now in Admissions) to the Center for Global Education. Thus, immigration services and academic support for international students and interns would be integrated. This would allow sharing

of office resources and enable staff to handle "seasonal" tasks with more flexibility. CGE and ELI will soon be located in the same wing of HMB. Moving the International Student Advisor to that location would create a single "international service area."
(Duplicate of recommendation 1.13)

6.5 Handling of J-1 visas be shifted from CGE's International Program Specialist to the International Student Advisor (now part of Admissions Office). It is more efficient when only one staff member is charged with responsibility for keeping abreast of changing immigration regulations and procedures, and in handling federal reporting, and orientation to foreign nationals on campus.

6.6 Arrange for one faculty member per year to be fully or partially released from their teaching load and be assigned to assist CGE in various special tasks. The small pool of faculty members with international experience can be drawn upon for various projects, such as assisting interested faculty members to pursue grant, scholarship and technical cooperation projects in other nations.

6.7 Assign to CGE the responsibilities for all Fulbright and visiting scholars.

6.8 Involve the Center for Global Education in coordination of visits by people from other nations only when that visit has a clear Academic purpose and exceeds one week's duration. This will allow CGE to focus on providing high-quality support to its caseload of inbound and outbound students, faculty, and professionals. (This is the same as recommendation # 3.2.)

6.9 A "database on international activities" should be created and maintained. The database would contain contact information for our partner institutions and key individuals in other nations, summaries of GU's ongoing and past activities in other nations, and list of names of individuals on campus who are involved internationally. The database should be accessible to CGE and the administration for use in emergency contact with traveling GU students and personnel, to prepare for meetings with foreign visitors and dignitaries, and to inform GU's future initiatives in other nations. For the information in the database to remain current the database managers will need to seek updates from the campus community periodically.

6.10 Develop a web site as a central source of information on international activities, program details, forms, policies and procedures.

Methodology

Working Principles:

In our first meeting on October 31, 2001, the International Education Working Group adopted these working principles:

- a) We're a "study group" seeking to understand and document people's needs and extant services /programs, and to generate ideas for improvement.
- b) We need to develop mechanisms to really involve campus experts, both staff and faculty, and all participants in international activity.
- c) Our focus is on the status and evolution of current activities. This can extend into creative ways to maximize our impact and increase our international efforts. However, any such recommendations will be pointless unless external resources are also identified.

The first task was to conduct an inventory of programs, activities, documents, and resource people for each international activity. We asked for input from the campus community and received scores of missives and reams of information on various international activities that people are working on.

This information was mapped on a grid and sorted into Overseas and On Campus activity. It became clear that the activities fall under five domains, as shown in the front of the report. By the term "domain" we refer to a set of activities that is related by common purpose and beneficiaries. For example, the domain entitled "Programs and services for international students and visitors" has a central purpose of "assisting foreign individuals so that they can effectively carry out their program of study at Gallaudet." In this way the activities that fall under the label "international" at the university into five distinct domains or realms. Three of these are centered on-campus; two of the domains are situated overseas.

The second task was to convert the information on international activities into a standard format. A copy is shown on the next page.

The third task was to conduct interviews with students, staff, and faculty who are participants in the various international activities. In some cases we solicited written feedback on our draft summaries about a particular activity. About forty people contributed at this stage.

The fourth stage was write-up of the report which was principally handled by the chair with the assistance of several INTWG members.

For each activity we used this form to collect information:

Please document the following information on each main activity or domain:

BACKGROUND INFO:

Purpose of the activity/domain

Beneficiaries

Meets GU obligations/ objectives (SSO):

Pertinent legislation, policy, and administrative documents that define the domain

CURRENT SITUATION*

Current GU activities and services in the domain

List the involved units, # personnel in %FTE

Special budget allocated for the internal. part of the activity?

Satisfactory levels of activity/service by task/function

(You or your consumers feel that we do these tasks well)

Gaps in Activities/ Services by function

(You or your consumers feel that we do not these tasks well or not at all)

Information on related issues

External Factors (regulation, economic & political situation, ethical issues) shaping work in this activity

RECOMMENDATION:

Recommended scope of our commitment

Suitable organization, authority,

Necessary Personnel

Needed Budget

Work space

List names and contact info for other people who can provide additional information. Please list several consumers, i.e., international students, etc.

** SOURCES: document review, interviews with workers, consumer feedback*