

RECOMMENDATIONS FOR THE PROVOST:

	Recommendation	Implement by
1	Set up a viable office to direct and promote RIT's strategic initiative to globalize. This office should be uncoupled from the honor's program and it should be located in a much more visible and accessible space. Below is a sketch of how this office should be structured and the responsibilities of the office.	Sept 2009
2.	Work with Dean's council to establish policies regarding the use of study abroad experience for tenure and promotion, and to encourage global research.	July 1 2009
3	Add or assign international specialists for reseach, teaching and learning services, online learning and any other offices which can contribute to increasing international awareness of faculty and international focus in RIT's curriculum.	July 1 2009
4	Use study abroad as a recruiting tool: put advertising on the homepage of the RIT website, and make sure those engaged in recruiting are aware of Study Abroad Options, especially at ACMT.	Sept. 2009
5	Appropriate funds to subsidize professor salaries so that professors can teach a partial load at ACMT and do research in the region.	For 2009-10
6	Make policies about pricing study abroad at ACMT	Immediately
7	Create a Provost's award for faculty members and advisors with outstanding participation in Study Abroad	January 2010

The Study Abroad office should consist minimally of the following:

- A Director: responsible for strategic planning and integration with International Student Services, International Co-op Co-coordinator, Deans and Department Heads, Global Corp, RIT's satellite colleges, development to secure funding for scholarships, and . enrollment management.
- An Assistant Director for Faculty Outreach responsible for serving faculty who are taking cohorts of students, communication with college people who are responsible at a college level. Assist faculty in modifying curriculum to include country/culture specific examples and to bring back examples to the RIT classroom. Work with faculty on curriculum design which uses more global examples and on using international students to bring examples into the classroom, and work with Advisors and FYE curriculum developers.
- An Assistant Director for Faculty Global Research: Work with faculty and with the Research Services to couple research and publishing with international experience. Run an award program for faculty who excel in international endeavors.
- A Coordinator of Student Outreach and Services: responsible for marketing programs to students and working with advisors and FYE instructors.
- A Coordinator of Study Abroad at other universities: work with other colleges, faculty and college coordinators on programs held by other colleges and RIT partnerships with other colleges
- 2 staff assistants

Rationale

1. There are two arguments. One is that the Study Abroad office is grossly under-resourced for meeting the objectives in the Strategic Plan. The second is that people in organizations, especially higher education organizations often do not respond to directives or plans of work unless their observations tell them that the directive is REALLY a top priority of the upper administration. The "really" is demonstrated by the amount of attention a matter receives and more powerfully, the resource allocations attached to it. Below is a table in which one can compare the human resources (I do have access to budget numbers which are an even better indicator) of three of RIT's initiatives: Research, Distance Learning, and Study Abroad. I have acquired this information from the RIT phone directory. One will find that in various research departments, there are about 19 professionals and 4 staff assistants. In On-line learning there are about 19 professionals. In the Study Abroad office, there is a director, a program coordinator and 2 student assistants and they are buried in a remote location. The message is quite clear.
2. It appears that this is a classic case where individuals are asked to do something by an organization and then are not rewarded or even are punished (by having to take on more work) for doing what is asked. The requirement for faculty to do research and publish is the strongest internal constraint to Professors participating in Study Abroad programs. If Study Abroad

becomes an activity to be rewarded by counting toward tenure and promotion, then there will be greater participation.

3. In addition to strengthening the resources of the Study Abroad office. The mandate to support Study Abroad Activities needs to permeate all parts of the organization which support faculty activities.
4. Based on comments of Department Heads who participate in Open Houses, perspective students and their parents are asking what RIT offers in the area of Study Abroad. Some are Department Heads are felling that they have very little information to offer. The ACMT model does present a good option for those students who do not want to study a foreign language and or to go abroad for a year. That information should be included in recruiting literature if it is not already. Unless one has the URL of the study abroad office, it is very difficult to access their information from RIT's homepage.
5. Currently sabbaticals and Fulbright appear to be the only subsidies. If other awards were made available, more participation could be expected.
6. Currently there is not a consistent pricing strategy and some Department Heads feel it is unfair to be asking students to pay for the Professor's Airfare and Housing.
7. Incentives similar to the recognition given by On-line Learning would help support the idea that participating in Study Abroad is important to the Institute.

<i>Research</i>	<i>Online Learning</i>	<i>Academic Enhancement Programs</i>
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